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TWICE-A-MONTH — NOVEMBER 15, 1927

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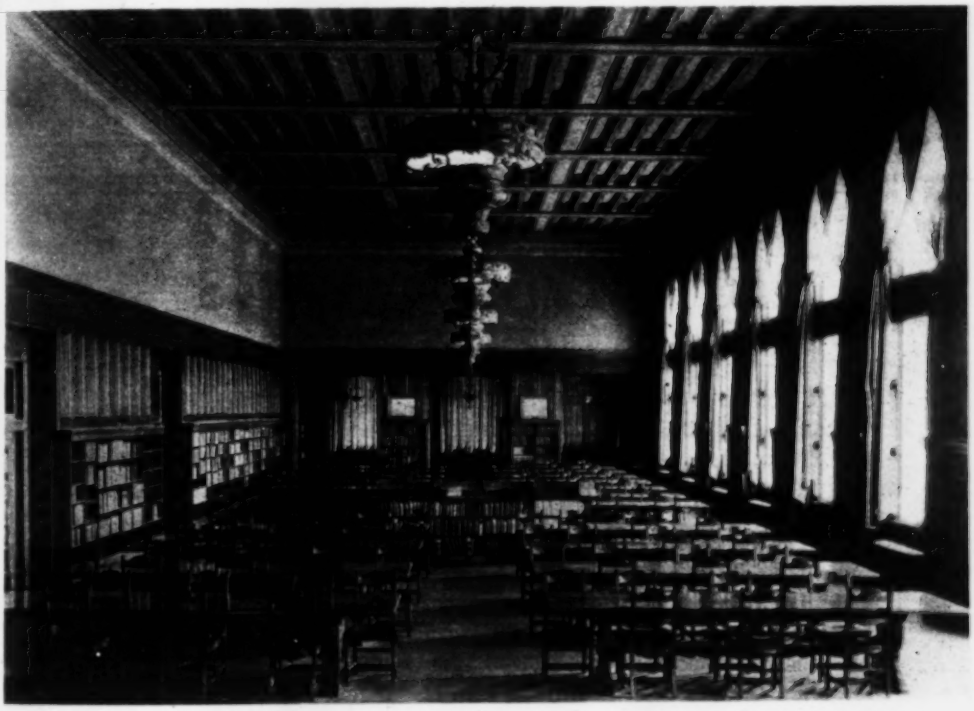

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THE LIBRARY JOURNAL

TWICE-A-MONTH NOVEMBER 15, 1927

Co-operative Cataloging

By LENA V. BROWNELL, *Library Association of Portland, Ore.*

CO-OPERATIVE cataloging was the first subject brought up for discussion at the first meeting of the American Library Association. This was in Philadelphia in 1876 and in the first volume of LIBRARY JOURNAL published in 1877, fifty years ago, Mr. Melvil Dewey wrote as follows: "There has been no subject oftener in the minds of thoughtful librarians who desire to accomplish more than the time and means at their disposal will allow them to accomplish than the vast economy of labor and patience and money which would be brought about if the cataloging of libraries could be done on some good plan of *co-operation*."

Thus was the first note struck in co-operative cataloging. It will be interesting to trace for a moment the various steps along which we have come. It was in 1877 also that the A. L. A. Committee on Cataloging Rules was appointed, then five years later in 1883 these rules were submitted, but apparently it was not until six more years had passed that they were discussed. This happened at the Montreal conference in 1900, at which time also the Catalogue Section was formed—Catalogue—C-a-t-a-l-o-g-u-e. (They even had time in those days to put the *ue* in Catalog!) But before this time, in 1893, the Library Bureau began to print cards for a selected number of books which it was thought most libraries would buy. Later this was taken over by the A. L. A. Publishing Board but was not successful financially. The medium, however, for co-operative cataloging was established, a card of standard size which could be inserted in its proper place in the catalog and removed when necessary. Then the Library of Congress which had been printing cards for its own library since 1898 offered in 1901 to furnish cards to libraries wishing to purchase, until now the majority of libraries thruout the country use the Library of Congress cards. The A. L. A. Publishing Board continued for some years to print analytical cards for such publications as Reed's *Modern Eloquence* and Warner's *Library of the World's Best Literature*. The various A.L.A. catalogs, *Poole's Index* and *Readers' Guide* are all attempts at co-operation in saving the duplication of cataloging.

The latest effort of all, I presume most of you here have seen, namely, the printed cards from the H. W. Wilson company for their "Reference Shelf," a series of pamphlets on various subjects. It seemed very *apropos* that these should have come to my desk just as I was finishing this paper! The cards are very similar in appearance to Library of Congress cards and are made of good stock. No one will deny the advantage of having these cards come with the books, and if adjustment can be made with the Library of Congress so that the latter will not print a large stock of cards which will be uncalled for, it will be an excellent step forward.

But the fact remains that even after all of these splendid efforts, including the remarkable achievement of the Library of Congress in supplying cards for the bulk of books in English purchased by the ordinary library, much more needs to be done.

There is the problem of cataloging libraries similar in content where many cards of a kind have to be made. For instance, there is the Wisconsin Reading Circle list, which arranges books by grades and within grades by subjects. The school children are required to read so many books for their grade each year; consequently the Reading Circle libraries are scattered thruout the state, chiefly in schoolrooms. Quoting from a letter from Miss Susan G. Akers, instructor in cataloging in the Library School of the University of Wisconsin: "Rural teachers and teacher-librarians in high schools are expected to have all of their books properly cataloged. Miss Fehrenkamp, while librarian at Lawrence College, suggested as a possibility having a cataloger in the State Superintendent's office who would catalog properly all the books on the *Reading Circle List*, then have the cards reproduced in some way, and send them out to the teachers and teacher-librarians for the books which they had in their libraries. We suggested that she bring this up for discussion at an A.L.A.

mid-winter meeting, but nothing was ever done about it." The problem would be the same with other states having reading circle work, also with the state commissions recommending lists of books. It would be much worth while if these recommended books might have their catalog cards sent with them to the libraries. To be sure it is possible to have such libraries cataloged by using Library of Congress cards, but we think we have discovered in Portland that by cataloging a number of copies of the same title, it is considerably cheaper to multigraph the cards. We have not worked this out a sufficient number of times to be more than reasonably sure, but in multigraphing unit cards for twenty-nine platoon school libraries, we calculated the cost to be about three-quarters of a cent each, including the cost of the stock. Such a procedure also does away with looking up Library of Congress numbers, ordering and receiving cards.

In addition to cataloging of this kind which might with profit be worked out on a much wider basis, we have college and university libraries clamoring for printed analytical cards for such publications as the Parker Society, and the Surtees Society, and other works neither analyzed by the Library of Congress nor listed in *Readers' Guide*.

In public libraries considerable difficulty is met with in the cataloging of foreign books. Here there is great duplication of effort among the libraries thruout the country and much of the work is more or less inadequately done because of lack of the proper qualifications among the catalogers.

I should like to digress here just long enough to state that co-operative purchasing of foreign books would be a long step in furthering co-operative cataloging. If some plan could be worked out whereby the printed lists of books in Czech, Dutch, Hungarian, Lithuanian, Scandinavian and others of the less common languages which are now scattered in the various library bulletins, or issued separately by such societies as the Foreign Language Information Service or the American-Scandinavian Foundation, could be assembled and distributed, or perhaps included in the A.L.A. *Booklist*, and if the latter's lists of French, German, and Italian books could be made to include many more titles, so that our buying would be more uniform, we would have a firmer basis upon which to build a system of co-operative cataloging. We all know how difficult it is to order foreign books and most of us have had experience similar to the small town librarian who asked her Norwegian minister to select a list of Norwegian books. When they came they classified almost entirely in the 200's and were quite too scholarly in their appeal for many of the patrons.

One other thing must be considered before we are ready to do our cataloging co-operatively. We must come together on our rules for cataloging foreign books. The idea is very prevalent that, as one librarian puts it, "Everyone is eager for co-operation provided it means following the practice established by each would-be co-operator. 'We will co-operate by your doing as our library does' seems to be the general spirit." In going over the early files of the library periodicals it was interesting and rather amazing too, to discover how many lengthy papers there were and how much time was spent in discussing the minute details as to just what should go on the printed card and what might be omitted. Even at this much later date, we all know many catalogers and librarians who do not use Library of Congress cards because "so many changes have to be made." At present for the "queer" languages, as one of our assistants used to express it, the Russian, Yiddish or Greek, one library uses simply the English translation, another uses transliteration and translation while a third enters the foreign characters with both transliteration and translation. In an excellent article on "The Next Steps in Library Co-operation" Azariah Smith Root said: "The great need of American libraries to-day is that each library should think not in terms of itself and its own interests, but in the spirit and with the conception of library unity. Each must be ready to give and each ready to take whatever action will be for the greatest good of all our American libraries." Perhaps the question of getting our foreign books cataloged is so acute that we shall be amenable to whatever rules are made.

Certain plans for actually accomplishing co-operative cataloging of foreign books present themselves as one considers the problem. Most libraries, I believe, purchase their foreign books thru importing houses in New York. The ideal solution to our problem would be to have a staff of catalogers versed in the various foreign languages attached to these importing houses to catalog the books and to send printed cards with the books to the purchasing libraries. Mr. W. C. Lane of Harvard suggested a similar plan in 1900. I wrote to certain importers in New York to see whether to their knowledge anything of the kind had ever been considered, and from two of them received very courteous replies. The Albert Bonnier Publishing House stated that so far as they knew no printed cards had ever been made for Scandinavian books. Quoting from their letter of May 12th, "We are more than willing to help any librarian who is in doubt when it comes to cataloging a title. We have in our service a man who does nothing else but have charge of the libraries and their orders and who is willing to work out this matter to

your satisfaction if wanted. Any suggestions from your side in this matter will be immediately attended to by us." The Atlantic Book and Art Corporation states that the German publishers are not furnishing catalog cards. They go on to say, "As we are especially interested in assisting librarians, as far as German books are concerned, we should be very glad indeed, to give both you and other libraries some information about the publications which are ordered from us. This could be typewritten on cards and inserted in each book. We believe that it would help the librarians considerably in cataloging German publications and would appreciate it if you will mention this in the discussion at the next meeting."

This plan of having foreign books cataloged at the importing houses seems rather impossible of accomplishment for the present at least, so other means must be considered. If various libraries are going to co-operate, then a central clearing house where copy may be sent, cards printed and distributed, is a prime necessity. This preferably should be, as everyone will agree, the Library of Congress with all its equipment and facilities for reproducing printed cards. Then the scope of the work might be delegated to various large libraries, this being done perhaps by the Cataloging Committee of the A.L.A., one library sending copy to the Library of Congress for Russian books, another copy for Yiddish, still another for Scandinavian, repeating until all languages are covered. Books for which cards were still unavailable might be sent to the library specializing in that particular language so that the cataloging could be done accurately and copy sent. In this plan the Library of Congress would still be the *distributing* center so that miscellaneous orders from one library could all be sent at one time. In this way the only additional expense to the co-operating library would be making copy for the foreign books and sending this to Washington. The cost of printing by the Library of Congress would be compensated for in the price of the cards to the libraries. Considerable adjustment might have to be made at first, until it was learned about how many cards to make for the different languages.

Concerning the simple expansion of the Library of Congress service for co-operative cataloging, Dr. Ernest Cushing Richardson, consultant in bibliography and research, writes as follows: "This at some points has difficulties, and the suggestion follows of a supplementary service organized under direction of the A.L.A. in close location to and co-operation with the L. C. system to cover operations to which the L. C. system cannot be extended and linking these with the co-operative classification plan for adding the Dewey classification numbers to the Library of Congress cards. Various concrete experiments are being made at the Library of Congress to test some of the suggestions made."

However, even if some such plan as this is adopted and worked out, it is going to take considerable time to get the machinery in motion. Would it be possible to adopt, for the time being, a simpler plan of making lists of all foreign books cataloged? After all how many of us would really care for the printed catalog cards for foreign books, provided we had the necessary information to enable us to make our own cards intelligently? The buying lists of French, German and Italian books in the A.L.A. *Booklist* mentioned before, have been helpful in cataloging as to author entry and capitalization. If they included classification numbers in addition to the annotations now given, they would be still more usable for libraries classifying foreign books. Would it be possible to work out a system whereby libraries might send lists of books in certain languages according to specified plan to supplement the *Booklist* lists? Or if that does not seem practicable might these lists be published in a monthly bulletin as the *Subscription Book Bulletin* sponsored by the Pacific Northwest Library Association is now published? Certain languages would have to be assigned to certain libraries as proposed in the earlier plan. In addition sets of other publications analyzed, as the *Sacred Books of the East* might be listed together with the subjects made. Mr. Wilmer Hall of the Virginia State Library, Richmond, as chairman of the A.L.A. Catalog section, suggested multigraphed cards for copying as an aid in co-operative cataloging. Perhaps these multigraphed cards instead of lists might be sent to a central clearing house for distribution.

To sum up then, various plans have presented themselves for co-operative cataloging. First, for libraries similar in content, as state reading circle lists and platoon school libraries, there is the system of multigraphed or duplicated cards made at some central location, while for foreign books three plans have been considered, the ideal one of having foreign books cataloged by a corps of catalogers at the importing houses, the more complicated one of having a central clearing house, as the Library of Congress for copy sent by specified libraries, and the simpler plan of sending lists containing author, title, collation, imprint, classification number and, if practicable, annotation for each book, these lists to be published in the A. L. A. *Booklist* or a monthly bulletin.

Co-operative cataloging has been a long time on the way. But let us remember that it had its beginning in the conservative days of horses

and carriages and leisurely living; now in this speed age of automobiles at ninety miles an hour and aeroplanes from New York to Paris in thirty-three and one-half hours, let us hasten our process and finish it too.

Mr. Wynkoop Retires

AFTER an editorship of twenty years Asa Wynkoop, inspector of public libraries, and later director of the Library Extension Division of the New York State Library, and last year's president of the New York Library Association, has given into other hands *New York Libraries*, a journal which, in his valedictory words, has aimed from the first to serve not only as a chronicler of current events in the library history of the state but as a forum for the practical discussion of all kinds of library questions and problems. And not only has the ability of the editorial board been directed towards the discussion of such problems: the best that could be discovered and secured from the whole range of library publications has also been utilized. A new cumulative index which will cover all the material of the last five biennial volumes has been prepared by Mary Ellis, official indexer for the New York State Library, and will be issued with the first number of Volume 11 of *New York Libraries*. A similar index covering all the material of the first five volumes was prepared and distributed at the completion of these volumes in 1917, and these will make the entire contents of all ten volumes easily and quickly available in only two indexes, a convenience which, in the opinion of the editor, is provided by no other library publication of similar scope and length of life. There is hardly a phase of library theory or practice which has not received serious discussion in these ten volumes.

A letter from the author of the new A. L. A. *Text Book of Library Administration* without doubt expresses with no extravagance the value placed upon the content of these volumes by workers in the library field. He writes: "I am today returning you some duplicate copies of *New York Libraries*, hoping they may be of use in making up files for new libraries in the State. Each number makes a contribution to library literature which it seems a crime to destroy. One of the criticisms raised against my book on library administration was the fact that by far the majority of references given were to this title and the question was raised in several places as to whether I had access to publications of other states. Well, my answer to the A. L. A. was that there is no use writing a textbook; just take *New York Libraries* in hand and teach from it. I believe I could successfully teach public library administration by using its files as a textbook." To this appreciation of the main body of contributed and quoted material might be added much more in the same vein on the sane and illuminating editorial comment which has preceded it in each issue. The spirit that has informed it finds an epitome in Mr. Wynkoop's closing words: "There is nothing in the world that makes for such good companionship as companionship in a great cause. There is nothing that brings human hearts so close together as confident, enthusiastic unity in a splendid creed. A more worthy cause in which to enlist than that which is ours does not exist. A creed more inspiring or more absolutely sure of validity and fulfillment than that which lies at the basis of our work has never been provided by any philosophy or religion."

"Mrs. Leicester's School" Reprinted

AT the request of the A. L. A. Committee on Production of Children's Books *Mrs. Leicester's School*, by Charles and Mary Lamb, which has been out of print for some time, has recently been republished by the E. P. Dutton Company. The new edition is an oblong small quarto in form and contains the attractive pictures in color by Winifred Green, which added to the popularity of the English edition of 1899, and which seem now inseparable from the text. In writing the stories, the authors drew largely upon their own childhood experiences, so that the book is liked not only by children, but has an autobiographical interest for older people. It is a landmark in the development of a special literature for children, and it is, also, an addition to our collection of beautiful books which give pleasure because of the form.

ELVA S. SMITH, *Chairman.*
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Third International Book Fair

THE Government of Italy has sent an official invitation to the Government of the United States to take part in the Third International Fair of the Book, which will be held at Florence next spring.

The first and second International Fairs of the Book took place in Italy in 1922 and 1925, and were eminently successful. In view of this fact, and "remembering the high cultural purposes which are sought in this initiative," the Italian Government is once more giving "its whole support to the development of the forthcoming fair to which foreign governments have also been invited to take part."

University of Arizona Library

By ESTELLE L. LUTTRELL, *Librarian*

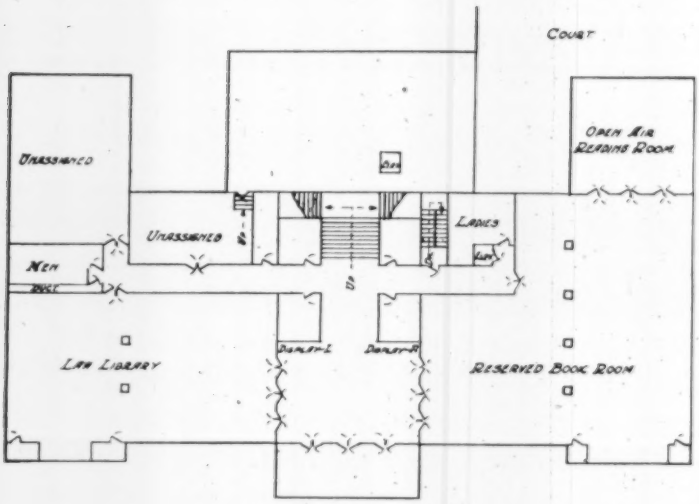
THE new library building at the University of Arizona at Tucson, was partly occupied two years ago. Tho decoration of the main reading room was finished and the equipment secured last spring, heating apparatus for the stacks was not installed until the summer just past and the dedication exercises were held in the out-door reading room and patio on October 23.

Lyman & Place, local architects, designed the building which is modern Renaissance in style. It is of steel frame construction, with reinforced concrete floors and roof slabs, the latter covered with Spanish tile in harmony with the other buildings of the University. It is a three story building of red, rug-faced brick with terra cotta trim. It covers a ground area of one hundred and ninety-five by one hundred and ten feet, and cost about $475,000 with equipment. The woodwork thruout the interior is of Mexican amapa.

Three arched doorways open into the main lobby from the front. The side walls of the lobby are finished in Italian Tavernelle claire marble with Tavernelle rose base, the floor and stairways in pink Tennessee marble tile. Two exhibition cases form insets in the front wall. To the right of the entrance is the reserved book room seating one hundred twenty-five readers; this in turn opens into an outdoor reading room, which provides for thirty additional readers. This room is well adapted to the needs of an Arizona climate, is used thruout the year, and is unique of its kind in college libraries. On the left of the entrance is a large room temporarily assigned to the law library, but intended to supply further space for the reserved books as the demand increases. Two rooms assigned for the present as class rooms complete the ground floor. In the center is the stairway leading to the loan desk and the main reading room.

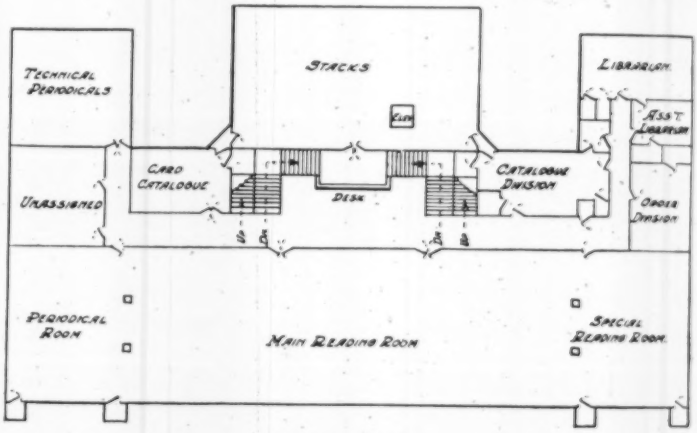
The main reading room, one hundred and twenty-five by forty feet is especially inviting with its nine large arched windows which look to the south, framing pictures of the surrounding mountains; its woodwork in dark tinted Mexican amapa and beamed ceiling decorated in dull, rich colors suggest an Italian court room of the sixteenth century. Book-cases around the room will shelve about eight thousand volumes. Opening from the eastern end

BRICK AND TERRA COTTA HAVE BEEN CHOSEN FOR THE EXTERIOR OF THE NEW LIBRARY OF THE UNIVERSITY OF ARIZONA



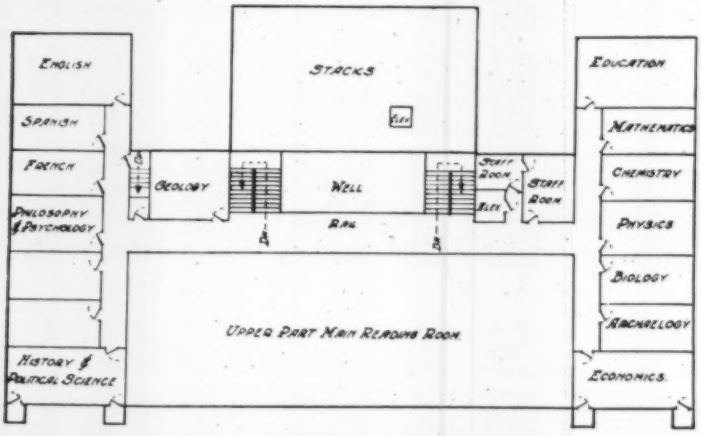
FIRST FLOOR PLAN

of this room is the special reading room. The periodical room opens from the west end. Further expansion of space for periodicals is provided for in the use of the entire west end of the second floor for this purpose. The card catalog is in a room to the right of the delivery desk and near the reading room. The delivery desk, also of Tavernelle marble, is opposite the entrance into the reading room, with doors into the stacks directly in the rear. The administrative offices and divisions for the staff are at the north-east of this same floor, the catalog room being immediately above the receiving room in the basement and connected therewith by an electric elevator. The basement containing three rooms and a fire-proof vault, provides an unpacking room, storage for duplicates, and a room for the ventilating apparatus. On the third floor are the staff rooms and fifteen seminar rooms with shelves for books especially assigned to students doing advanced work. The steel stacks have five tiers connected by an electric elevator and afford space for the shelving of 225,000



SECOND FLOOR

books with ample ground space at the North for a stack extension. The floors of the stack are of Vermont marble, with alcoves on each tier. On the fifth tier are locked cases for valuable books, and a map case. Label holders project from the stacks into the aisles for the easy location of books. The windows lighting the alcoves down each side are of wire plate glass. Automatic fire-doors safeguard against the approach of fire from the interior of the building.



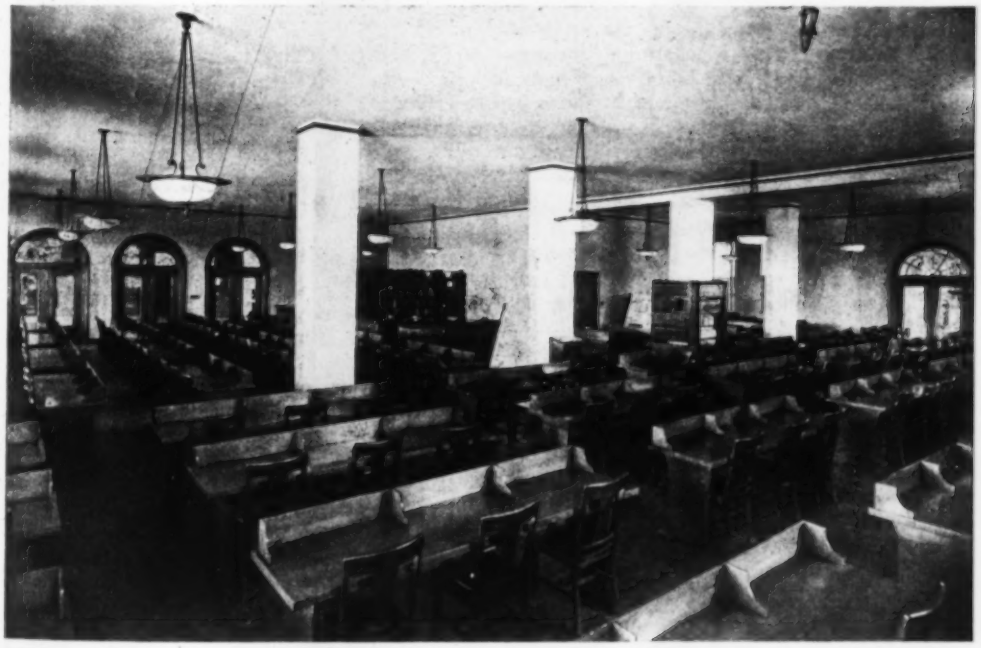
THE THIRD FLOOR

The library houses at

THE OPEN AIR READING ROOM IS ROOFED AND IS USED ALL THE YEAR ROUND

present about sixty-nine thousand volumes, and contains a special collection of Arizoniana and of books by Mexican writers.

Technical equipment is provided by the Library Bureau and the stacks are by Snead and Company.



THE RESERVED BOOK ROOM WHICH OPENS INTO THE OUTDOOR READING ROOM

Work for the Blind in Los Angeles

By GEORGE E. CHASE

In Charge of Braille Section of the Los Angeles Public Library

ONE of many new service features inaugurated by the Los Angeles Public Library soon after it took possession of its commodious new home in the summer of 1926 was a section for work with the blind. The plan was not to open a circulating department, as the State Library at Sacramento had been serving the blind west of the Rocky Mountains satisfactorily for the past twenty years; but rather to provide a reading room in the central part of the city where this handicapped class of citizens could enjoy a selected collection of books and magazines in Braille. It was hoped, too, that the establishment of a reading room in the business section of the city would prove an incentive to many to bring in blind relatives or friends and leave them to enjoy a pleasant hour or two while companions were attending to business or at the theatre thus adding one more diversion to the greatly restricted sphere of these less fortunate folks.

A collection of fifty interesting titles was supplied by the State Library and about fifty other titles including a complete set of the King James Version of the Bible in twenty volumes were presented as permanent gifts. It was found that subscriptions to a dozen magazines in Braille could be secured free of charge so the name of the Los Angeles Public Library was soon on the list of each one. Copies of back numbers of magazines are circulated and also a book occasionally over the week end to accommodate one who has run out of reading matter temporarily.

A feature of the new service most heartily appreciated by a constantly increasing number of sightless people is the Saturday afternoon reading sessions when volunteer sighted leaders read aloud from current magazines and recent popular books. Plenty of humor is provided and selections from the best American and English authors generously interspersed. The gatherings are quite informal, every effort being made to have each individual feel genuinely welcome; no reference is made to their handicap and there is never an attempt at "direct inspiration." The main object of the meetings is to provide each week as great a number as possible of interesting facts and ideas which will give the attendants plenty of new pleasant thoughts to contemplate and discuss for the whole week to come.

Here is the plan of the program which seems to satisfy the group as a whole week after week:

1. Roll call (to make known those present). 2. Current events and humor (*Literary Digest*). 3. A good short story, a popular play in abridged form or a travel article. 4. Selected poetry. Intermission. 5. An article of an inspirational nature such as often appears in the *American Magazine*. 6. A nature article. 7. A section of a recent popular book being read "on the instalment plan."

Plenty of humor is provided; and to see an entire group of forty sightless persons laughing heartily again and again during an afternoon makes every effort put forth in getting up the program well worth while. Many attending the meetings have been released from a drab and monotonous existence, while a decided change for the better both mentally and physically has been noted in the cases of more than one.

Over one hundred blind people are now enjoying the Library's new service. At first a list of sightless citizens was obtained from the teacher of Braille employed by the State for Los Angeles and vicinity. Invitations to attend the free reading sessions were sent to these and notices appeared in the local press. Requests for the services of volunteer readers and also for the use of automobiles were published. Within a week some eight or ten excellent readers enlisted and the first meeting was held in November with six blind and three readers present. There was soon adopted a scheme whereby three readers each were to serve on alternate Saturdays and a library assistant interested in the work assumed the responsibility for the weekly programs and the success of the meetings. A plan for transportation to and from the Library of those who could not otherwise attend the gatherings was arranged for the automobiles available and put in charge of a volunteer worker from outside the library staff. Besides the Elks and the Lions clubs, several private citizens have pledged themselves for a certain number of cars for the coming season.

Contacts have been made with scores of our sightless citizens during the past year. No more favorable publicity or stauncher new friends could be gained for any public library system than this appreciative class of patrons. Any public librarian desiring to inaugurate a most gratifying service which will prove a god-send to a responsive group and one that will win hosts of new friends and added popularity for his institution—and all at no additional expense—will never regret introducing this simple service for the profit of the blind.

Goals in Library Development

By ALICE S. TYLER,

Dean, School of Library Science, Western Reserve University, Cleveland

A "GOAL" does not necessarily mean accomplishment; but it does mean an intelligent purpose reaching toward a desired end. It partakes of the nature of idealism and sometimes it may be a Utopian dream, but on the other hand it comprehends a practical and conscious effort to reach a definite result.

When the A. L. A. created a committee in 1919 to study and report on the status of library service in the U. S., it projected an investigation of "actual conditions in library work in America concerning every phase of library maintenance, administration and service." The Committee on Library Survey, as it was later called, put into this task seven years of patient and intelligent work under the able chairmanship of Dr. Arthur E. Bostwick, and we now have in the four volumes of *A Survey of Libraries in the United States* a "reasonably complete account of existing conditions and methods of library service in the U. S."

This Survey Committee's goal was to give a fair, unbiased statement of fact based on conditions in library work as gleaned from the questionnaire. No conclusions are drawn by the Committee in its report, no theories are advanced, but the goal has been maintained—a statement of fact. How shall we use these findings? Are we necessarily committed to a continuance of all the practices and methods reported therein, simply because it has been done? My conception is that the information therein given is of inestimable value in widening our knowledge of the generally accepted practices in some of the best libraries, by which we may measure our own local programs and practices. It has placed on record for us material which has heretofore been available only by personal solicitation from a few libraries. Some one has said that no vocation can claim to be a profession until it has established a code of procedure which shows that it is making a contribution to society either constructively, or as a corrective influence in human affairs. Such a code of procedure has been gradually evolving in our profession thru library custom and practice, and has now taken form in this comprehensive presentation of American library practice, the Survey report. Does this mean finality? Far from it. On the contrary it will doubtless serve as a point of departure giving us a basis for further progress and variation. It shows such an encouraging lack of uniformity as should disarm those who fear "standardization" as one of the direful results of the report. With this "Survey" of what has been and now is, we are prepared as never before for a forward look.

Doubtless many of us remember with appreciation the report made by the commission of the N. E. A. on the *Reorganization of Secondary Education* (in 1918) stating certain cardinal principles which it conceived to be the goal of education in a democracy. I quote,—"The purpose of democracy is to organize society so that each member may develop his personality primarily thru activities designed for the well-being of his fellow members and of society as a whole. Consequently, education in a democracy both within and without the school, should develop in each individual the knowledge, interests, ideals, habits and powers whereby he will find his place and use that place to shape both himself and society toward ever nobler ends."*

Briefly, the Commission stated as the main objectives in accomplishing the purposes of democracy the following. 1. Health. 2. Command of fundamental processes (reading, writing, arithmetical computation—as tools). 3. Worthy home-membership (family relationships, household duties, food, budgets). 4. Vocation—to equip for livelihood. 5. Citizenship—civic interests and responsibilities. 6. Worthy use of leisure—means of personal enjoyment—music, art, literature and social intercourse. 7. Ethical character,—sound qualities of truthfulness, honor, personal responsibility, service, etc., etc.

These were objectives set up for directing, stimulating and guiding the work of the public schools, especially high schools, in preparing young people for life's responsibilities. In many of these objectives, the public library as an educational institution participates and shares with the schools some part of this far-reaching program.

But the public library has a distinctive responsibility in this unlimited field of education. It gladly and promptly grasped the significance and importance of the sixth item in this report —"worthy use of leisure." Here indeed is the basic field of reading, which is the special

* See *Bulletin*, 1918, No. 35, U. S. Bureau of Education.

province of the library. After the schools have given their pupils command of the fundamental process of reading the printed page, the whole panorama of the world, past and present, is opened up, and into this the library enters.

What shall we offer as our objectives, with this fundamental process an accepted fact? We know now with considerable accuracy what has been already accomplished by our "institutions of reading"—our libraries—in methods, technique and development. What should our forward look reveal? The American public library finds itself today an institution of dignity, holding a distinct place in the community, with great potentialities for service. It is in a position to interpret America to itself as no other institution can do, if the larger opportunity is recognized and adjustments are made to a changing world and present-day methods. The library is free from commercial and industrial influence, which makes it possible to render impartial and unbiased service. Both sides of all important questions should be represented on its shelves, with intelligent ability to make this available. With the world of print and information, serving community needs, it must move forward in public service.

We recognize that the newspaper is today influencing more people in their superficial thinking regarding public questions than any one institution. Its shrieking headlines of crime and disaster are undoubtedly having their effect on American psychology. A recent magazine article says: "This is the literature of the nation. It does not wait for its patrons on bookstore shelves, or gather dust in libraries, but is sold out, read and realistically debated within two hours after it comes smoking from the press." Can we use the newspaper, or learn from it, as to the measure of human appeal of lasting values or wholesome mental pleasures? The magazines also, with their "confessions" and other sex appeals, are witness to the influence of the news stands. What can the public library do to help stem this tide? Can sound psychology help us in directing intellectual curiosity and in stimulating healthy, normal interest in reading?

I am indebted to Dr. William S. Learned's stimulating and almost prophetic book *The American Public Library and the Diffusion of Knowledge* for organizing certain undefined objectives that have haunted and eluded my thought as to the goals at which we are aiming, either consciously or unconsciously. Unexpectedly confronted with the question as to the great objective in the American library movement, one might impulsively reply: "More and greater libraries." But is not this only the means toward the goal? At the risk of limiting our vision, by specific enumeration of objectives, I will suggest a few that seem vital and outstanding in order to reach the goal:

1. To maintain and make accessible the living and eternal springs of idealism as found in the "books of all time," tho much has been added to vitalize and adapt this to a changing world.

2. To provide reliable, stimulating centers in each community for dependable and suggestive sources of information and fact, so that immediate and intelligent service can be rendered to any and all who seek to know. Science, commerce, industry, local history, present-day events and problems—a veritable community intelligence service.

3. Securing contacts and co-operation with all local social and educational agencies, by means of which the public library may become the clearing house for ideas and the center of community welfare relationships.

4. Opportunities and means for self-education thru reading, by personal guidance and direction. The A. L. A. "Reading with a Purpose" courses provide helpful direction aid in this field in which the public library unhelped could not so effectively serve its patrons with aids and sources. With a reader's adviser who has a knowledge of books and people, intuition and sympathy, the library may truly become the "people's university." Adult education in its various forms and aspects is essentially a function of the public library. The voluntary use of the library in the educational process is one of its glories. Pupils in school must attend: the law requires it. But the lure of the printed page, the "inward urge" of those who are reaching out toward the things of the mind and the spirit, all these mean opportunity and personal growth.

5. Providing intimate and personal guidance in the reading of children, and thereby creating a love and appreciation of literature and also for the objectives which the schools are seeking. The boys and girls are the most hopeful field for library service.

All of these objectives, and others, call for a skilled, effective personnel. Books do not administer themselves, and the quick and intelligent service in the world of books is not acquired over night. To direct the reading of others, means wide reading for one's self, an interest in people and a knowledge of psychology, in addition to knowing how to assemble and organize material.

The trained, intelligent, well-informed librarian is the vital factor. Further progress of the library program in this country is inevitably tied up with a more efficient personnel. The program of the A. L. A. Board of Education for Librarianship is a careful, capable, constructive

effort to develop such a personnel thru adequate professional training. The Board has clarified our thought, set up standards for training, given us renewed faith in intelligent service, and contributed an essential factor in more effective efforts toward reaching our goal.

These suggested objectives of service apply equally to small and large libraries. Supported by local taxation, even the smallest public library cannot escape its responsibility to the community which supports it. The very foundation of our tax-supported libraries rests on the educational service to be rendered. I fear this is often lost sight of and the line of least resistance is followed. And what is the line of least resistance? Chiefly to supply the current books most in demand, usually fiction. This is a delicate and dangerous topic to discuss, but it is also the most perplexing one that the public library now faces. It is a part of the present-day turmoil in the world of human relationships and standards, or lack of standards, but belongs distinctly in the field of library administration.

A book that suggests a helpful attitude for those of us who are attempting to adjust our points of view from the Victorian to the post-war period, is *Education for a Changing Civilization*, by W. H. Kilpatrick, professor of the philosophy of education at Columbia University. He bases much of what he has to say on the factor of "tested thought," or science and its application to the affairs of men. "Tested thought" is a somewhat novel phrase. The testing of theory by observed fact has progressed beyond the field of the physical sciences. The philosophical (and religious) implications which have followed are far-reaching. The acceptance of only tested thought, instead of authority, sometimes leads the superficial thinker to amazing conclusions, but it may also lead eventually to a body of reliable thought. This, however, has its bearing on the vexed question of "morality" in fiction and whether certain of the modern fiction should be provided by the public library. I am assuming that the library feels the responsibility for the books it provides, both as to fact and fiction. The progress of tested thought as a factor in the modern world has led directly into the question of authority and the distinction as to external authority and internal authority as related to the individual's action. Does the behavior of the characters and persons depicted in fiction meet with our preconceived ideas of what is right and proper? Does it violate all our inherited canons? or, does the author claim that the "internal authority" of their own desires should justify their characters? This appears to be largely the theory of the young intelligentsia which is confusing and blurring the present situation. In all phases of life this attitude prevails. In the words of William James, "The lid has been taken off the universe."

In the constantly changing attitude there is danger of losing our social stability, but the swing of the pendulum in each generation seems, sooner or later, to reach a point of stability. We need to recognize this in our perplexity regarding present-day fiction. I agree, however, with Mr. John Cotton Dana in his statement "that the whole question of how libraries should meet the novel question awaits study." With the coming of the much needed "Advanced graduate library schools" there will be, let us hope, some genuine research work done in some of the intricate and elusive questions of library policy and administration, and none is more needed than in this question of fiction. Meanwhile our book funds are limited and there is an encouraging and wholesome increase in the demand for books other than fiction. Other patrons of the library are not so vocal and insistent as the "hard-boiled" novel readers, but their claims should be just as strong; and biography, travel and history seem to be coming into their own.

Change is inherent in nature. It is an accepted philosophic problem. Naturally we must hold to standards which seem good to each of us, altho they may not be equally convincing to others; but the homely virtues of truth, honor, and unselfishness seem grounded in the human spirit at its best, and should still persist in literature.

The ultimate goal in library work is after all elusive. Meanwhile we are providing service. That is not elusive. Human, intelligent, daily service should be convincing. Certain objectives have been named which seem obvious as we look over the field; others will emerge as the years pass. Certainly our real goal is not toward an external end; it must be in the realm of mind and spirit. If one can phrase a practical end for the elusive quest, it might be: Helping people to use their minds. Stimulating people to think! This is more than mere reading. Thinking is becoming, amid present-day diversions and distractions, more and more difficult. In the words of Mr. Kilpatrick: "The goal for education is to continue and enrich this life process by better thought and act, and this in turn is education again. Education thus is in life and for life. Its goal is internal in the process. Such a goal is the only one that fits a growing world."

The foregoing paper was read at the Ohio State Library Association's meeting at Columbus, Oct. 11-13.

An Adventure in Dreams

A Fragmentary Story of the Philippine School Libraries. Told by Lois Stewart Osborn, Vice-President, Philippine Library Association, Manila

"WHERE There is No Vision the People Perish."

Twenty years is a long time. The younger you are the longer it is. Yet this adventure begins more than twenty years ago, when an American girl was assigned to teach English to a class in the provincial capital of Pampanga. She found herself in a comfortless, barren room that had formerly been a bedroom in a private dwelling. The only difference between that school and Mark Hopkins' university was that there wasn't any log and there wasn't any Mark Hopkins. But as Mark would certainly have done if he had been there, the girl looked around and began to plan. "How," thought she, as her eyes met the trusting upturned faces rising above the rows of wooden benches—"how could any child, even if he were born in an English speaking home, ever learn to read without books? How could he learn anything without books? Why teach children to read a textbook if there is nothing else to read?" And the more she thought, the more she wished to do something about it.

So with an energy born of interest she sought a solution. The next day she appeared with four books—treasured volumes that had found space and crossed the Pacific in her one trunk. The four books, strange to say, were a volume of Tennyson's *Poems*, a copy of Andersen's *Fairy Tales*, Webster's *Academic Dictionary*, and the *Bible*. The remains of these books should occupy an honored place in the National Historical Museum, for they were the four cornerstones of the present Philippine school library system.

The second step in the founding of the Pampanga school library was to canvass the colony for books, and to broadcast the needs. The result raised the collection to twenty volumes ranging in variety from a seed catalog to a Latin dictionary. The defects of the canvass method were apparent. What was really needed was not just any book that the owner didn't want, but the right book for a child. Thus early in this adventure, the idea of book selection was born. Of course we must select and buy the right books. But alas, in those days as now, she met the familiar slogan, "There are no funds." But the Lord tempered the wind to the shorn lamb for He sent a knight to the rescue—a knight not clad in coat of mail with spurs of gold, but only in the modern garb of a district engineer. Yet the effect was the same. This modern knight started a library fund among the men employed in the government offices. The total contribution amounted to seventy pesas—probably the first voluntary contribution for school libraries in the Philippine Islands.

This trust fund was a treasure and a boon to the girl, and she hastened to invest it. In these days it is a simple problem to buy a few books in Manila if you possess the seventy pesas. Not so, twenty years ago. Fortunately a very modest little book and supply shop had just been opened in an upstairs room at 90 Escolta. This little shop was owned by Mr. Lutz, who later sold his business to Mr. Verne E. Miller. He had a meager stock of books, but enough were found to exchange for the 70-peso book fund. So the first money was expended joyously—whether judiciously or not, who can say now? However, the ball had started rolling and books became popular in the Pampanga High School. Those books were not locked in a nice glass case and shown to visitors. They were read, and they got dirty and wore out, too, as used books are bound to do.

It was not long, however, before she ran into another wall. Funds began to come in—pupils' funds and benefit funds and contributions from helpful friends. After the first two or three hundred pesos had been expended she didn't know any more books to buy. In her wise ignorance she bought many duplicate copies of the books that her pupils read, rather than invest her precious hoard in unknown titles.

As you know, twenty years ago, children's books had not yet come into their own. At any time one soon exhausts an unaided memory of what are suitable books for young people. You librarians who have but to nod your heads for selected lists and bulletins that fairly run out to meet you know that in those days there were few such helpful book lists. True, there were a few printed lists known to trained librarians, but the girl, being a teacher and not a librarian, had never heard of them. However, where there's a will, there's a way. She would learn. A little thought and a two-cent stamp brought many relief messages to her rescue as the months rolled on.

A pioneer must have both initiative and per-

sistence. She was learning that if she had a library, even a small one, she must take care of her books, and lend them to the students, and get them back, and know where to find them on the shelves. That meant organization. So library organization must be learned, and she pored over the fascinating printed textbooks to find out how it was done, and then devised plans for getting the most out of her growing collection of books. Many of her evenings in those days were spent learning, unaided, what a librarian usually learns in school with a teacher.

At the end of three years she took her first six months' vacation in the homeland. With her library dreams always in her mind, while on the vacation she gathered materials and talked to librarians, and finally returned to her Philippine problems as full of ideas as of enthusiasm.

In the meantime, while this girl was working out her library salvation in Pampanga, down in Lucena, Tayabas, another teacher, a man, was building up a school library there. Very soon after, the Manila schools also started libraries. So in other provinces, each in its own way, the call for books was beginning to be recognized.

But the Pampanga teacher was so keen about her adventure that she wanted to pass on what she had learned. No one in the General Office of the Bureau of Education had made any effort, so far, to do anything to help school libraries. They were too busy pioneering other features of their organization.

One day during the school year of 1910-11, the Pampanga teacher wrote to the director of education and suggested the appointment of a school library committee for the Bureau. The director replied by asking her to come to Manila to see him and present her plans. On the following Saturday morning, with her precious bulletins in her bag and some very brave ideas in her brain, she took the train for Manila. After the two-hour ride, she hastened to the General Office where she sat in the outer office until noon awaiting her turn to see the Director, who, evidently, had more important conferences on hand. Her turn never came. She returned to her station hurt and indignant, and said no more about it, setting down to profit and loss one day's time and one railroad fare.

Altho the effort had seemed in vain, evidently the seed had been sown, for a few months later, the Director, Mr. Frank White, appointed the first School Library Committee. It consisted of Mr. Chester A. Buckner, chairman, and Mrs. Lois Stewart Osborn, Mrs. Silva Beckner, Mrs. Neva S. Buckner, and Mr. Charles Storms. During the next year (1912) the committee issued a pamphlet, (Bulletin No. 44). In this pamphlet a member of the committee (I think it was Mr. Storms) inserted a simplified L. C. system of classification for the use of school librarians. This was unfortunate for, as we shall see, it later cost the Bureau two years salary of a paid librarian who preferred the Dewey Decimal system. The committee never did anything else, at least as a committee. One by one the members dropped out until only the Pampanga teacher was left.

In 1914, after eight interesting and busy years, she left her Pampanga home because she had been transferred to the Philippine Normal School in Manila. During all these years her desire for helping school libraries had not lessened. She studied and wrote and talked. She had long since realized that the primary need in the field was book lists—not United States book lists, for they were not graded to meet the needs of our schools, nor were the interests and appeals of American children quite the same as those of Philippine boys and girls. The pathetic sight of a book case in a primary school filled with a set of Ridpath's *History of the World* and uncounted duplicate copies of *Philippine Progress* for which the meager school library funds had been spent, while the children continued to thumb their little textbooks, was enough to stress that point. Reliable book lists were needed by both the buyers of books and the sellers.

Feeling assured of a sympathetic hearing, in 1915 our dreamer again sought an interview with the Director of Education, then Dr. W. W. Marquardt, in whom she found a school library friend, ready to push the work of getting books to children. During the next four or five years the first real library organization and expansion came. Dr. Marquardt began by appointing the lone remaining member of the first library committee, a committee of one to work out plans for the development of the school libraries. It soon became evident to the Bureau officials that the fundamental need was something to guide teachers in buying books, and at the same time to help dealers in supplying the books for sale. Thus Bulletin 44, *Books and Pictures for Philippine Schools* was begun. First the section for primary schools was prepared; then the one for intermediate schools; and finally the high school section. What work went into this task only the author knows. Practically every book that went on the lists was examined. Books with Philippine background were specially sought for their interest and appeal. Many peculiar experiences are connected with this but they are too long to relate here. Evenings and Saturdays and vacations went into this work. Human nature is peculiar in that we often do for an ideal what we would not do for material reward. The Director in his report for 1916

said: "The year 1916 was notable for the increased emphasis placed upon the establishment and extension of school libraries. The Director of Education announced at the vacation assembly at Baguio that it was his aim to establish as rapidly as possible, a library of at least a few carefully selected books in every school, whether primary, intermediate, or secondary; and this plan has been carried out.

"The most significant feature of the movement has been the purchase of books for primary schools. (There was a gain over 1915 of two high school, ninety-two intermediate, and three hundred and twenty-eight primary libraries.)

"In seeking to extend libraries in the schools, the Bureau of Education has realized that these will serve the teachers and pupils in a double capacity. In addition to furnishing information and entertainment, they will serve as a medium thru which the pupils may become more familiar with English, from which the child naturally becomes accustomed to the sentence order, the idiom of the language, the use of verbs and prepositions, and the meaning of words and phrases."

While Bulletin 44 was growing, other things to help the school libraries were being worked out. Forms were standardized, printed, and made available for school libraries at the Bureau of Printing. Travelling libraries were started for the primary schools. Library training was placed in the curriculum at the Philippine Normal School, and from the normal school classes some knowledge was carried to the provincial schools. Articles were printed in *Philippine Education*. Most important of all was the work done in the training of librarians for the school libraries.

But I find that this story can go no further without bringing in an accomplice. It is quite possible that the dreamer herself would not have had the persistence or the courage to strive so faithfully had she not found another dreamer to aid, abet, and encourage her. Were I to tell you some of the handicaps she had to overcome, I am sure that you would wonder what secret spring of interest impelled her to continue. May I here digress long enough to show you two fragments of memory pictures, which suggest what goes behind accomplishment.

My memory shows me two women on a little veranda at night, with pencils and papers, catalogs and samples. The subject under discussion is what quality of paper shall be used and what forms shall be printed and made available for requisition by the schools. Sketches are made, cards are devised, books are consulted. Gradually the street noises subside. Then a glance at the clock. A hasty good night.

Another memory picture. The same two women. This time there are no catalogs and no pencils. The two are plotting. Since it was a long time ago it will do no harm to reveal the plot now. The aim was to devise a scheme by which pensionados might be selected and sent to the United States for library training. "Because," agreed the two, "there can be no satisfactory libraries, school or branch, until we have trained librarians. And we can have no librarians trained here until we have someone to do it. We must go to the foundation and teach the teachers of our future librarians. How can this plan ever be carried out? It takes legislatures to vote money for educating pensionados, and it takes backing to influence legislation." So the plot was evolved that a library committee in the Women's Club of Manila should be formed; that the library committee should consist of the plotters, who with the backing of the Women's Club, should go to the law-makers and seek the desired legislation.

I need not tell you that the plot was successful, nor that the one chiefly responsible for its success was your far-seeing loyal friend, Mary Polk. Without her vision, you young men of that pensionado group would not today have had the privilege of the training you had, and the school libraries would not have had the benefit of her wise counsel. No name in all library history in the Philippine Islands should stand above hers. Her place will always remain unfilled. She had vision, and devotion to the work. She was willing to succeed by effacing herself. She gave herself unselfishly to the task of helping others. One of the many who benefited by her counsel and understanding sympathy was the erstwhile dreamer—the school library worker—otherwise quite alone in her dreams.

By 1919 these definite things had been accomplished: The three sections of Bulletin 44 were in the field in mimeographed form and were ready for printing. A pamphlet of library lessons had been prepared and the lessons were a part of the English course of study for high schools. Classes in library training were being offered in the Philippine Normal School. The Normal school library had been completely organized (that is a story in itself) and students trained to act as librarians. An exhibit of children's books was housed in the Normal School Library. A course in library methods was offered in the Vacation Assembly, organized and taught, of course, by the same library enthusiast: the books in the provincial school libraries had been classified more or less correctly by the system adopted by the first library committee. One pensionado from the Bureau of Education was studying library science in the University

of Wisconsin. An author and title card catalog of all books in all three divisions of Bulletin 44 had been made for the files in the Academic Division of the General Office. From this an author and title list showing grades for which the books were suitable, and approximate prices of all approved books was made. This list required weeks of careful work and was the final link in the chain. The information was intended to be sent, in printed form, to the Division Superintendents for distribution in the field, and to the book dealers to guide them in buying so that they would have in stock the books ordered. It was simply a means of insuring co-operation between buyer and seller, and would, I am sure, have saved many thousands of pesos, and untold waste in delays and dissatisfaction. The plan was to reprint the information every two years, cumulating the new books as they were approved and added to the lists. But this "finding-list" for some reason was never printed, and the work spent on it was wasted.

At this point comes a break. The burden of carrying as an avocation what should long since have been full time work was too heavy to be borne any longer. Authority was granted in 1919 by the Director of Education to employ a trained librarian from the United States to act as the Normal School librarian and also to teach the library training classes. When this appointee, Miss Dorothy Rodgers, finally arrived after nearly two years' delay, it was to find Dr. Marquardt no longer Director of Education and the library adventurer no longer at the helm of the ship of dreams. From the Philippine Normal School she had transferred to the University of the Philippines. Her active participation in school library work was over, altho her interest was not. In fact she never had had any official authority, and her name seldom appeared. When the time came to see a full time library supervisor in charge of the school libraries (for Miss Rodgers was assigned to the General Office), it seemed to her like finding the pot of gold at the end of the rainbow. She was ready to pass on all she knew of the work and to watch its rapid expansion.

The next step in this story I should gladly omit but truth forbids. As reporter I shall merely state that the library adventurer was never called into conference at any time or place. Not the slightest attempt was made to bridge the future and the past. Since 1922 the work of the school libraries has been viewed by her from the outside only. Inquiry as to what advance has been made and what help had been given by the supervisor of libraries, resulted in the answer that all of the school libraries had been changed from the simplified Library of Congress system to the Dewey Decimal system of classification. One reason advanced for this change was that students who go to the United States to school would be familiar with the most commonly found system of classification. The same year that the labels were being changed on the high school library books, the University of the Philippines was classifying its books by the Library of Congress System. After changing the classification of the books in the high school libraries, the library supervisor resigned. What constructive work was done, I do not know. I do know that Bulletin 44 was never printed; that the author and title finding list was not released; and that the content of the library training classes in the Vacation Assembly was entirely changed.

What the school libraries are doing now, others can tell better than I. There are many bright spots that I do know. One that I think of first is the Philippine Normal School. The one and only Bureau of Education pensionado trained in the United States for this work, Mr. Ismael Mallari, is there carrying on the tradition. This library would be a credit to any school. Another bright spot is the provision for library training in the College of Education curriculum. Students may take their B. S. E. with library science as a major or a minor. Thus the Philippine Islands are now able to carry on their own library training to meet the demands for school librarians. The school libraries are established. They will go on and be enlarged and improved as time passes. Much depends, as it should, upon the interest and initiative of the high school principals and the backing of Bureau of Education officials. Printed helps are now available for any one who needs or will use them, and suitable books are available for schools that have the funds to buy them.

As the writer now looks back over those twenty years of sunshine and shadow, and sees the beginning of her adventure, she believes that the labor and the dreams have not been in vain. She tried to keep the faith, and do what she saw to do. Believing now, as she did twenty years ago, that the greatest assets of this country or of any other are the children of the land, and that the vocation offering the greatest opportunities for service is the teaching profession, she cannot separate education, culture, and the intelligent use of leisure from the use of books. As a teacher of teachers she strives to bring the right book to the right child at the right time. At no time in the history of the Islands has there been a more urgent need for this than now. In the pioneer days there was but one problem—to get the books; today there are

two—to get the good, and exclude the poor. In this field, alas, there is so much to do, so little done. The harvest is ready and the laborers are few. What dreamers are ready now to pick up the banner of service and spend a part of themselves in carrying on this thrilling adventure? Will the next paper "The Awakening" answer this question? Where there is vision the people do not perish.

The foregoing paper was read at the summer meeting of the Library Association of the Philippines.

The Springfield City Library Bulletin 1887-1927

WHAT may be the pioneer library bulletin celebrated its fortieth anniversary in November. The *City Library Bulletin* of the Springfield (Mass.) Library Association was first issued in November 1887 as a monthly paper of about the size of the present *Literary Digest* and of twelve pages in length. Dr. William Rice, then librarian, solicited the support of the business men whose advertisements partially met the expense of publication. An article in this first number on the history and work of the City Library stated that in the twenty-eight years from the founding of the library to its being made free in 1885 more than 1,052,372 volumes had been circulated. This total circulation of twenty-eight years is now exceeded in eight months at the present-day library.

Seven new books were noted as being of special interest. All these seven books are still on the library shelves and still in use. They were Charnay's *Ancient Cities of the New World;* Bolton's *Famous American Authors;* the *Memoirs* of Wilhelmine, Margravine of Baireuth; Drake's *Making of the Great West;* Howells' *Modern Italian Poets;* Knox's *Decisive Battles Since Waterloo;* and Craik's *An Unknown Country.*

The Chicago Censorship Question

FOLLOWING is the text of the reply of the Chicago Public Library Board of Trustees to the Mayor's remonstrance regarding the use of certain books in the Chicago Public Library:

"With all due regard to Your Honor, we fundamentally disagree with you in your contention.

"You expressly stress a condemnation of Inge's *England* and Dr. Gibbon's pamphlet on *The Europe of Our Day.* The latter is only one of a series of pamphlets on various subjects issued by the American Library Association and circulated in almost every public library in the United States. We do not sponsor these reading courses any more than we sponsor the opinions expressed in the million and a half other volumes on the shelves of the public library.

"You ask for enlightenment and explanation in regard to study courses and quote passages which you say are 'biased and unfair and in instances most insulting in their comments on America and American policies and detrimental to this country.' If your informant had quoted correctly and had given the context of the passages in question we are sure your criticism would not have been so drastic.

"However, even taking the passages quoted at their worst, we believe these books should be supplied to the library patrons that they may be acquainted with every shade of opinion. In this the Chicago library is like all other public libraries in the world, a depository of human thought; consequently much of its contents are contradictory.

"This exchange and freedom of thought we consider the primary function of a library and in keeping with the American ideal of a free press. Any other course would lead to an arbitrary censorship as detrimental to American political liberty as to American academic thought."

El Libro Nacional

A COMMUNICATION addressed to the U. S. Minister to Peru, Hon. Miles Poindexter, by Señor Augusto Aguirri Morales, director of the Editorial y Bibliotheca el Libro Nacional of Lima, Peru, sets forth the objectives of this institution as in the first place the publication and distribution of works by Peruvian authors, especially such as deal with the various aspects of Peruvian life and culture; and also the editing of a monthly *Boletin Bibliografico* which shall represent the cultural activities of the country. It will also serve as a general center of information. In the second place this institution will correct and make available to Peruvian students material relating to friendly countries.

For the accomplishment of these ends and for the development of sound international understanding the institution wishes the names of libraries and other establishments in this country which desire to receive its publications and bulletins. It wishes, also, to receive for its library books of North American authors, periodicals, bulletins, memoirs and official publications.

Correspondence should be addressed to the Director, Casjllo 2094, Lima, Peru.

Science Books in the High School Library

Address of R. Clifford Hendricks of the University of Nebraska to the Nebraska Library Association

A SCIENCE teacher is more likely to be found in a laboratory than in a library. Agassiz said, "Study nature, not books." We chemistry teachers have made as something of a slogan "Real chemistry can be studied only in the laboratory." Yet, I surmise that Agassiz and some of the chemists have forgotten that before or at the same time that they teach science they must teach folks, young men and young women. These young people, for some eight or more years, have been taught to read books. Are science teachers not unwise if in their zeal to have "Mother Nature [take] the child on her knee" they neglect to make the most of those other books which their ancestral fathers have written for them?

Do our high schools have science books?—An investigation made in 1926 by a representative committee[1] reports that 1863 high schools in twenty-eight states average only forty dollars a school a year for books and magazines for chemistry. A survey made the same year[2] shows thirty-two per cent of Nebraska's high schools making no provision for either library books or magazines on chemistry. These schools report an average science library of but fifty books, and three per cent of these high schools report no science books whatever in their libraries.

A study,[3] made in [illegible] says: "The great majority (over seventy per cent in the median library) of the references in the library are listed under English and history." Perhaps this condition is due to the fact that "it is hard to get lists of such books suitable for schools."[4]

Would a science library be used if it existed in the high school?—An examination of eleven widely used high school chemistry text books shows that but five give any sort of a list of desirable chemistry books for the high school library and that but three of the eleven even hint in the text's body that there is any chemistry beyond its cover. A study of nine current physics text books shows but two citing any reference material and none suggesting desirable books for the library.

Curtis[5] in "The Use of Extensive Reading by Students in General Science," for a group of eighty-four selected high schools says, "Extra-text readings are required in fifty per cent of the high schools [but] extensive reading does not exist as a course requirement."

Committee G reports[6] to the American Association of University Professors that "There is marked dissatisfaction both with the amount and quality of voluntary reading done by the college student."

In other words, here is evidence that teachers of science are neglecting the improvement of the science department of their high school libraries and are failing to cultivate the use of it by their students. This failure of the science teachers in a measure accounts for the speaker's presence before a group of librarians. He is soliciting help in correcting such a situation.

What can be done? Where is the fault? Is it the dearth of books, the indifference of the teacher, or the lack of seriousness in our young people? Whatever may be the reply, will it not in the end mean we need more good books on science in the high school libraries; that teachers be won to the value of extensive pupil-reading of books on science and that high school pupils need to be aroused to the satisfactions they are missing when they fail to read widely.

How to get books for the high school library has been discussed by Miss Harper in an article published in 1923.[7] How many to get for any particular school library has also been considered by Earl R. Glenn, in an article published in 1921.[8] Many general lists are in circulation for science libraries. Nine such lists are found in the following:

F. D. Curtis. "Columbia Contributions to Education." No. 163: 106-109. 1924.

Earl R. Glenn. *General Science Quarterly*. 3: 1-10. 1918.

Pieper and Beauchamp. *Everyday Problems in Science*. Scott Foresman. 513-573. 1925.

Hanor A. Webb. *Peabody Journal of Edu-*

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[1] Committee of Chemical Education of A. C. S. *Jour. Chem. Ed.* 4: 911-913. 1927.

[2] B. Clifford Hendricks and John S. Chambers. Chemistry Teaching in Nebraska. (Unpublished paper). 1927.

[3] Earl R. Glenn. *Sc. and Math.* 21: 217-239. 1921.

[4] Zaidee Brown. *Standard Catalog for High School Libraries.* 1926.

[5] F. D. Curtis. "Columbia Contributions to Education." No. 163, p. 9. 1924.

[6] Committee G. Bulletin. Amer. Ass'n of Uni. Profs. 10: 111. 1924.

[7] Grace M. Harper. *School Sc. and Math.* 23: 40-47. 1923.

[8] Earl R. Glenn. *School Sc. and Math.* 21: 217-39. 1921.

cation. 3: 85-119. 1925; 3 340-347. 1926; 4: 351-358. 1927.

John Lester. *Readings in Science.* Houghton, 1925. p. 181-182.

W. H. Cunningham. *Adventures in Science.* Ginn, 1926. p. 219-221.

**W. G. Smeaton. *University of Michigan Extension Division Bulletin,* v. 27, no. 17. 1925.

*Zaidee Brown. *Standard Catalog of High School Libraries.* 1926.

Morris Meister. *Monthly Guide for Science Teachers,* v. 1, no. 1. 1921.

Why extensive reading?

The present paper is largely concerned with that part of the library variously described as "popular," "humanized," "interesting" and "pleasant reading." It is the thought that such books might lead science students to read widely.

Curtis* found: "Extensive reading of scientific literature: served to increase individual achievement in general science; stimulated the desire . . . to proceed further with the study of science; . . . contributed to scientific attitudes." Let us hope it would do as much for all science students. And may we also assume that extensive reading will "carry over" for that larger percentage of our high school science pupils who will never have further course work in science? Some one has said that they and the many students who never take even high school science are to form the great body of consumers of science productions rather than producers in that field. If extensive reading trains them to be appreciative consumers, is not such reading justified?

What are some readable science books?

Certainly in a series of lists of science books there ought to be some which are "humanized" and "interesting." Would not the number of lists in which a given book appears tell something of its acceptability? The writer has attempted a canvass of a number of lists for acceptable chemistry books. The outcome of this survey, with the number, at the right, indicating the frequency of each title's appearance in the lists, is submitted for what it may be worth:

*E. E. Slosson. *Creative Chemistry.* Century. 9.

Geoffry Martin. *Modern Chemistry and its Wonders.* Van Nostrand. 8.

P. K. Duncan. *Chemistry of Commerce.* Harper. 7.

F. P. Venable. *Short History of Chemistry.* Heath. 6.

*J. C. Philip. *Romance of Modern Chemistry.* Lippincott. 6.

*M. Faraday. *Chemical History of a Candle.* Harper. 6.

Geoffry Martin. *Triumphs and Wonders of Modern Chemistry.* Van Nostrand. 6.

Ellwood Hendrick. *Everyman's Chemistry.* Harper. 6.

*Rene Vallery-Radot. *The Life of Pasteur.* Doubleday. 5.

*Otis Caldwell and E. E. Slosson. *Science Remaking the World.* Doubleday. 5.

W. A. Tilden. *Chemical Discovery and Invention in the Twentieth Century.* Dutton. 5.

P. K. Duncan. *Some Chemical Problems of Today.* Harper. 5.

R. B. Brownlee *and others. Chemistry of Common Things.* Allyn & Bacon. 5.

Sir T. E. Thorpe. *History of Chemistry.* 2 v. Putnam. 4.

W. S. Tower. *Story of Oil.* Appleton. 4.

A. Martin. *The Story of a Piece of Coal.* Appleton. 4.

M. M. P. Muir. *Heroes of Science—Chemists.* Macmillan. 4.

J. C. Philip. *Achievements of Chemical Science.* Macmillan. 4.

R. M. Bird. *Modern Science Reader.* Macmillan. 4.

P. K. Duncan. *The New Knowledge.* Barnes. 4.

A. Findlay. *Chemistry in the Service of Man.* Longmans. 4.

M. M. Muir. *The Story of Alchemy.* Appleton. 4.

H. W. Coun. *Bacteria Yeasts and Molds in the Home.* Ginn. 4.

*J. H. Fabre. *Wonder Book of Chemistry.* 3.

C. R. Gibson. *Chemistry and its Mysteries.* Lippincott. 3.

*E. E. Slosson. *Chats on Science.* Century. 3.

Sara W. Bassett. *The Story of Glass.* Penn. 3.

Sara W. Bassett. *The Story of Silk.* Penn. 3.

J. R. Smith. *Story of Iron.* Appleton. 3.

Mary S. Rose. *Feeding the Family.* Macmillan. 3.

*E. E. Slosson. *Keeping up with Science.* Harcourt. 3.

E. F. Smith. *Chemistry in America.* Appleton. 3.

It is conceded that good advertising may have placed some of the books listed and that some, such as the two volumes of *Chemistry in Industry* and the one on *Chemistry in Agriculture,* failed to appear in the above list because of their recent publication. The titles starred received a majority vote for "science libraries" as well as for chemistry libraries.

What is a good science book?

But are the above thirty-two titles of good

*Curtis. "Columbia Contributions to Education." No. 163, p. 112. 1924.

books? What constitutes a good science book? From Curtis,[10] Webb[11] and Glenn[12] as well as other sources the writer would venture that the following qualities characterize a good science book for use in extensive reading:

First, accuracy: To check this, one would consider: What the qualifications of the author are for writing upon that particular subject. Whether he was too hurried to check up his statements. To what extent he was propagandizing, i. e., warping his findings. Whether he was guilty of sacrificing accuracy for style or for sensation.

Second, scientific approach. This quality is desirable if "scientific attitudes" are to be cultivated. It might be called the problem approach. Such a book might well employ something of the technique of the writer of good detective stories.

Third, human interest appeal. This includes not only the "general make-up," type, illustrations and page form, but style; whether biographic, informal, specific rather than general, inductive rather than deductive.

Fourth, literary merit. Here should be considered: diction, clearness, appeal to the imagination, simplicity of language, and reading difficulty.

Fifth, recency. Science books need continuous revision to be abreast of investigational progress. Any book older than five and certainly one older than ten years should be carefully scrutinized for this attribute. A late copyright date does not insure that the book is recently written.

Before the above list is accepted each book should be scrutinized for the five characteristics named, perhaps others. Few books will measure up fully upon all points. Curtis would also have "pupil choice and approval . . . made an important criterion in the selection."

Can high school students be induced to read?

Curtis says,[13] "Pupils, given proper encouragement and access to suitable books and magazines, will read a very great amount of scientific literature for recreation along with their regular school work."

The writer doubts, however, if "reading for recreation" can be brought about by requiring that reports upon this or that from outside reading be made. Rather will it not come, if at all, thru an indirect approach? "Encouragement" is the word used in the quotation given. How encourage? Why not by suggestion, satisfaction and recognition? Perhaps there may be other ways, too.

Suggestion may come thru display of the books themselves; or by an apt characterizing comment from a pupil[14] or teacher. Pertinent questions which this book can answer have been placed by some workers upon a card carried by the book.[15] Sometimes a student committee,[16] using a bulletin board does the deed. All have heard of the device of reading a few paragraphs in a highly interesting part of a book then laying it down, upon some pretext or other, leaving the listeners in suspense.

Satisfaction as an aid toward extensive reading is merely an application of one of the laws of learning. To attain this aim ease of getting a book (i. e., reducing time, travel, and excess clerical work) deserve mention. Why not make up the desired set of books, have a small traveling library box for them and have them charged to the teacher who is thus made sub-librarian in his own laboratory?

Another factor contributing to satisfaction is that the book live up to its advertising. So far as the student is concerned, in this connection, the items human interest appeal and literary merit, as the characteristics of the good science books, are of paramount importance. Teachers will be able greatly to increase the satisfaction of their student readers, by much attention to these two points as books are being selected for the set. If the book is used as for reference work, a full accurate index is a highly important satisfaction-aid.

Recognition might be sub-classed as a means of giving satisfaction. In routine class work this would be attained by an unfailing call for all reports volunteered for by student. Of a less formal nature are parts of periods, perhaps called "booktalk time," devoted to informal reviews of books read. Here again should be mentioned the use of the bulletin board for lists by students of "Books I liked best," "Books I have read" and some "Best reviews of books read by members of our class." Schools which try to recognize the superior student[17] in their teaching procedure could appropriately allow this extensive reading to use some of that student's marginal ability.

What magazines are desirable?

Magazines are generally considered a part of any library. For the science teacher the magazines carry the current science. It is prob-

[10] Ibid. 50-53.
[11] Hanor A. Webb and John J. Didcoct. *How to Teach Elementary Science.* Appleton, 1925. p. 16-18.
[12] E. R. Glenn, *General Science Quarterly.* 3: 1. 1918.
[13] Curtis. "Columbia Contributions to Education." No. 163, 1924. p. 112.
[14] Washburne, *Winnetka Graded Book List.* Chicago: A. L. A., 1926. p. 6-8; 44-45.
[15] Curtis. "Columbia Contributions to Education." No. 163. 1927. p. 52-53.
[16] Grace M. Harper. *School Science and Mathematics.* 23: 45. 1923.
[17] B. Clifford Hendricks. *Jour. Chem.,* Ed. 3. 1380. 1926.

ably conceded by all that the "students will never get the true scientific spirit and point of view by merely reading magazines."[18] However, the magazine is needed, if for no other reason than to impress the student that science is growing. For the spring of 1926 for twenty-three states[19] the order of science magazines in high school libraries was found by survey. Only those likely to be read by, and of interest to, students are listed here. The order is the order of preference reported by the survey. *Popular Science Monthly, Journal of Chemical Education, Scientific American, Popular Mechanics, Science and Invention, Science News Letter, Chemical and Metallurgical Engineering, General Science Quarterly.* In evaluating magazines for use of pupils in high school science the five characteristics of a good book could quite as well be demanded of the magazine.

In brief: It would appear that the science section of the high school library is inadequate. All indications are that science teachers are not using the few books and magazines there are available. And it is unquestionably true that our high school students are not becoming extensive readers.

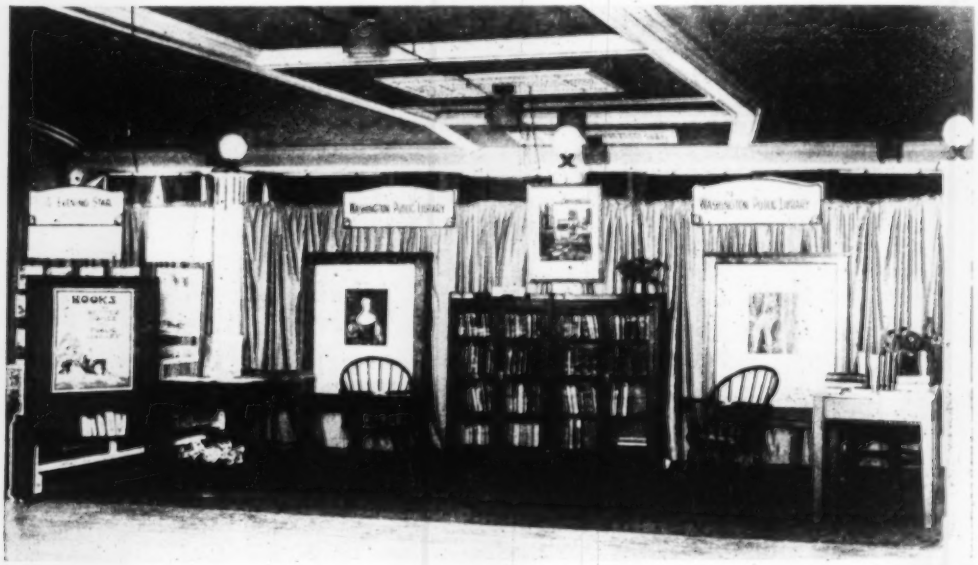
Students can be intrigued into recreational reading of books on science if you and I can get teachers but to do their part. It has been suggested that the teacher's part is to request proper books and magazines for the library and to encourage the reading student to use them. Some characteristics of a good book or a good magazine for general reading have been proposed.

You, the guardians of the treasure lore of our fathers, have been proffering your services to us teachers and students of science for a long time. We have been so absorbed and lost in the smoke and noise of our laboratories that we have too generally given little heed to your offers. Some of us are beginning to take notice, however, and if your patience will but hold out there may yet be a rewarding response from our group.

[18] H. A. Webb and J. J. Dideoet. *op. cit.* 16.

[19] Com. Chem. Ed. A. C. S. *Jour. Chem.*, Ed. 4. 911-913. 1927.

Library Exhibit at Washington's Better Homes Exposition



A POPULAR event in Washington is that of the Better Homes and Building Exposition held under the auspices of the Real Estate Board in co-operation with about a hundred local business establishments. The second annual exhibit was held this year from October 24 to 29.

The Public Library has taken part in the exposition for the two years of its existence and believes that the interest shown in the library booth justifies the effort put in planning and arranging it.

The photograph of the library booth shows the central feature to have been a bookcase, the

doors of which were kept hospitably open, inviting persons to browse among the books. Tables and chairs added to the comfort and homelikeness of the small room, posters and artistic prints gave the necessary touch of color, and helped to attract visitors.

This year a collection of one hundred adult and juvenile books suitable for a home library was added to the group of books relating directly to better home interests, and how could a home be a "better home" without a bookcase filled with worth while books? Care was taken to choose good but not too expensive editions of old favorites and some significant new titles, covering a wide range of subjects. The attention aroused by the home library has encouraged the Public Library to extend its usefulness still further by offering to lend the collection to firms organizing home exhibits in various parts of the city, and in this way reaching many persons visiting displays of this kind. A large furniture establishment has enthusiastically accepted the library's offer to use the books in its next model home exhibit, and a second firm will probably use it in the store proper.

Taking part in such exhibits, brings the library to the attention of many persons who do not realize the extent of its usefulness and service.

ISABELLE B. HURLBUTT.

The Mechanics of a Library Survey

FIVE maps were made in a recent library survey of Boston conducted in order to find out which four of the sixteen requests from citizens and city councilors for new branch libraries were most worthy of consideration. The agencies and city departments which it was found necessary to consult in making such a series of charts ranged from the Babson Institute to the City Planning Board. The tangible results of this particular survey were nil, since the item for the branches was cut out of the budget before it reached the City Council, but the particular methods used, as outlined by Edith Guerrier, supervisor of branches, in *Libraries* for October, may be found helpful by some other library undertaking a similar survey.

The points considered were districts more than half a mile distant from any branch of the library, and the number of potential library users in each of these districts. Working maps, each with Boston's thirty-one branch libraries located, were prepared. Map No. 1 showed ward and precinct boundaries, and was copied from twenty-two separate maps, not all on the same scale, of the city's twenty-two wards, furnished by the election commission. Map No. 2 gave branch zones and their population. The boundaries of these zones were obtained by locating the public schools served by a branch and then drawing lines so that the schools were within these bounds. The public schools were located by use of the *Boston School Manual*. The location of parochial schools was obtained from the diocesan director. In determining how the lines should be drawn with regard to an individual school, topographic conditions were considered as well as railroad tracks, main arteries of traffic, etc.

Map No. 3 showed transportation facilities, and circles one mile and one-half mile from the nearest library. Map No. 4 showed location of all the public and parochial schools; while Map No. 5 gave the location of the thirty-one existing branches and the sixteen proposed branches. From the City Planning Board were obtained maps showing the assessed value of city property, the zoning restrictions and the increase or decrease of population over a ten-year period. Data on Boston's foreign-born residents were finally obtained from the Women's Municipal League, after the Americanization Division of the Bureau of Labor and Industries and the Census Bureau had been appealed to in vain. From the Associated Industries of Massachusetts data on important manufacturing industries were obtained. Other agencies which gave valuable information were the Boston Chamber of Commerce, Boston Elevated Railroad, Sanborn Real Estate Map Company, and the Statistical Office of the Superintendent of Schools. Existing relief maps were found to be made on too small a scale to be useful, but the Street Laying Out Department promised rough elevations at street intersections with the aid of which some assistant may some day make a relief map of her district.

Under Notes and Statistics the following data were assembled for each branch: Percentage of the voting population who are card holders; percentage of gain in book accessions, circulation, and card-holders over a ten-year period; notes based on personal study of the topography and buildings of each precinct in nine wards outside the main business district; enrollment of pupils and the number of registered card-holders in each public school; and distance from the nearest branch to each proposed branch (measured by taximeter). The results of the research were assembled and brief notes on the need for a new branch in each of the proposed locations were made. The summary covering all notes occupied one page.

As an experiment, the library is entering on one map against each city block the number of card holders, with a view of finding out what parts of a library's district yield the greatest number of book borrowers. Users of the branches have shown themselves much interested in and proud of these maps.

THE LIBRARY JOURNAL

TWICE-A-MONTH NOVEMBER 15, 1927

THE uncontradicted and widely-spread reports as to the library situation in Chicago, which evoked first laughter, and, on sober second thought, distress thruout the country over the story of the book *auto-da-fé* on the lake front, seem to have had their origin in newspaper sensationalism and misdirected humor. The foolish Mayor of Chicago did indeed start, possibly at the instigation of others, an absurd campaign against certain American histories by recognized authorities, in a letter to the Library Board of Trustees. But that body acted with entire dignity in an unanimous response, including the signature of Trustee Herrmann, who, altho in close personal relations with the Mayor, joined with his colleagues. Chicago's librarian was represented in press reports as giving interviews, distorted as is too frequently done by interviewers, expressing willingness to execute orders entirely incompatible with decent library administration. The Chicago trustees have, in fact, phrased the library creed in no uncertain terms and with admirable effectiveness. They say: "We believe these books should be supplied to the library patrons that they may be acquainted with every shade of opinion. In this the Chicago Public Library is like all libraries in the world, a depository of human thought; consequently much of its contents are contradictory. This exchange and freedom of thought we consider the primary function of a library, and in keeping with the American ideal of a free press. Any other course would lead to an arbitrary censorship as detrimental to American political liberty as to American academic thought." These are golden words. To this dignified and wise response the Mayor has retorted with a brazen demand that the trustees resign their job if they will not bend to his will. The latest story is that he will enlighten Chicago from the chair of reformed history in Chicago's City Hall with radio lectures intended to out-propagandate the British propaganda directed by King George from Buckingham Palace.

THE library schools are all well under way with the maximum number of students, the School of Library Service at Columbia leading with its several extension features enrolling over five hundred students, including over one hundred and fifty candidates for the B.S. degree. The need for new schools is more and more evident, especially to train high school librarians and teacher librarians for the grade schools, and one important development in this field in the near future is likely to be the establishment at the George Peabody College for Teachers in Nashville of a library school which will supply this special need for the South and possibly help to enlighten Tennessee, whose name has already become in England the synonym for anti-evolution backsliding. The Library School in Paris opened its fourth year last week with twenty students, its maximum, selected from forty applicants in various continental countries where local examinations were held for the purpose of sifting out those most desirable, whether or not they could come to Paris for the preliminary test. The Paris School is now adopting the settled policy of admitting preferably those already in library service and in important positions who desire the inspiration and training of American library methods rather than untrained workers seeking elementary library education. This is doubtless the wise course for producing the most effective and immediate results, as thruout the continental libraries there is great interest in American library methods and in the American library ideal.

IT has been difficult to compare the relative growth of American libraries from time to time because the methods of the several censuses made by the Bureau of Education or otherwise have been so varied. In 1876 the schedule covered 3,723 libraries of 300 volumes and over; while in 1908 there were 2,293 libraries scheduled with 5000 or over. The latest figures of the Bureau of Education, those for 1923 published last year, cover only 5,080 libraries above 3000 volumes each. Each of these methods has full justification and the one objection is the indicated difficulty of comparison. The new *American Library Directory*, as in the previous volume, adopts another method, based on population, for in a place of less than a thousand people a real library is scarcely probable, tho under exceptional circumstances it does exist. On this basis the *Directory* lists 4603

public and semi-public libraries, in addition to 2618 educational and professional libraries. 2190 high school libraries, 843 business and other special libraries, 258 miscellaneous libraries, 37 libraries in U. S. territories and dependencies, 454 libraries in Canada and Newfoundland—11,303 libraries in all. This is progress indeed however the computation may be made.

In the Library World*

New York

REGISTRATION in graduate classes in the School of Library Service, Columbia University, is 192, and 126 in the undergraduate. The number registered in the School during the Summer Session was 252, making a total registration so far in the present academic year of 570 different students.

Of the 192 registered in the graduate department 152 are candidates for the degree of Bachelor of Science and 37 for the degree of Master of Science, altho seven of the latter are for the present not matriculated for any degree. Twenty-three of the first-year students and fifteen of the advanced group are following a part-time program.

The students in the undergraduate group are of two types: first, those regularly matriculated as candidates for the Certificate of the School and taking regular library school courses, parallel to the graduate courses, but given in the late afternoon, evening, and Saturday morning; and, second, extension students not candidates for the certificate. A large proportion of the students in both groups are college graduates.

Plans had been made to accommodate a first-year graduate class of between 80 and 100, to be divided into two sections as last year. Early in the Summer it became evident that with the great number of applications being received it would be impossible to enforce such a drastic limitation. The limit has been raised to let in over 150, and the class has been divided into four sections. Three new full-time instructors and additional revisers have been engaged and a duplicate equipment of bibliographical and reference works required in the laboratory and problem work purchased. Eighteen of these students are men.

The opportunity to divide the entering class into four sections of approximately equal size is proving to be a great advantage. The division was made on the basis of experience. One section is composed entirely of students who have had little or no library experience, and another of those with very extensive experience. The two intermediate sections are closely graded on the basis of experience. This close grading according to experience has never before been possible in library school classes and the teaching staff is unanimous in the opinion that it is a great aid in the work of instruction.

Alice I. Hazeltine, assistant professor of library administration, in charge of work with children, is giving an extramural extension course once a week in Bridgeport, Conn. Margery Quigley is giving a course in reference service on Saturday morning from 10 to 12, to a class of 23 made up largely of members of the staff of the Queens Borough Public Library.

Of the thirty-seven second-year students only six were members of the Columbia Class of 1927 for no student is permitted to go on at once with work for the Master's degree unless he has had unusual experience before entering the school. The remainder of the class is made up of graduates of various library schools, who have had at least one year's experience in the field in which they are working for their degree. The following schools are represented: Boone University, University of California, Carnegie (Pittsburgh), University of Illinois, New York Public Library, New York State, St. Louis Public Library, Simmons College, University of Washington, University of Wisconsin.

Quebec

THE first session of the one year course in Library Science to be given at McGill University opened on October 1st with twenty full time students, a carefully selected group chosen from numerous applications. The aim of the school is to give a well balanced one-year course which will prepare trained librarians for Canadian libraries.

Altho entrance requirements are for senior matriculation (equivalent to readiness to enter the sophomore class of any recognized university) there are nine students with B.A. degrees. Four of the students have had previous library experience and five have had training class courses. The largest number of students come from the Province of Quebec; the provinces of Ontario, British Columbia, Nova Scotia, New Brunswick and Manitoba are also represented.

*Owing to lack of space most of the items belonging to this department are held over. The two items given here were received too late for inclusion with notes from the other schools in the number for November 1.

Library Book Outlook

THE stream of biography books continues unabated.

There is, first of all, *Shelley: His Life and Work*, by Walter Edwin Peck (Houghton-Mifflin, 2 v., $12.50), presenting a new conception of the poet, being the fruit of many years' research and much new material.

Emil Ludwig's *Bismarck: the Story of a Fighter* (Little-Brown, $5) and John Drinkwater's *Oliver Cromwell* (Doran, $2.50) are bound to be popular.

Other welcome new biographies of subjects somewhat neglected are: *That Man Heine*, by Lewis Browne (Macmillan, $3), the first biography of the great German in forty years; *The Seven Strings of the Lyre*, by Elizabeth W. Schermerhorn (Houghton-Mifflin, $4); a retelling of the story of George Sand's love affairs, from her memoirs, letters, and book-prefaces; *Gentleman Johnny Burgoyne*, by F. J. Hudleston (Bobbs-Merrill, $5), subtitled "The Misadventures of an English General in the American Revolution"; *Henry Thoreau: the Cosmic Yankee*, by J. Brooks Atkinson (Knopf, $2.50), an interpretation of the character of this noted American author; *David Livingstone: Explorer and Prophet*, by Charles J. Finger (Doubleday-Page, $2), written by one who has many times crossed Livingstone's trail and talked with men who knew him; and *Monsieur Charles*, by Eric Rede Buckley (Appleton, $3.50), the tragedy of the true Dauphin, Louis XVII, of France.

New Napoleon, Lincoln, and Mussolini books are offered in *Napoleon and His Women Friends*, by Gertrude Aretz (Lippincott, $5), a portrayal of all the women who played a part in Napoleon's life; *The Women Lincoln Loved*, by William E. Barton (Bobbs-Merrill, $5), which includes his mother, stepmother, sister, and two grandmothers in addition to Ann Rutledge, Mary Owens, and Mary Todd; and *Benito Mussolini, the Man*, by Vahdah Jeanne Bordeux (Doran, $5), written by an intimate friend.

There is also another Emil Ludwig book, entitled *Genius and Character* (920, Harcourt-Brace, $3.50), consisting of short studies of eighteen men of genius, prefaced by a chapter on the writing of history.

New travel books of interest comprise *The Cliff Dwellers of Kenya*, by J. A. Massam (916.7, Lippincott, $6), an account of an African pastoral people who occupy a long mountain escarpment whither they were driven for refuge by raids, famine, and drought; *Camels!* by Daniel W. Streeter (916.6, Putnam, $2.50), in which the light hearted author cameleers his way thru the Sudan; *Morocco from a Motor*, by Paul E. Vernon (916.4, Macmillan, $5), which covers the country from Algiers to Marrakesh, on the Atlantic, illustrating the text with colorplates; *The Land of the Rhone*, by Hugh Quigley (914.4, Houghton-Mifflin, $5), an historico-descriptive account of a fascinating part of France, including Lyons and Provence; and *New York Nights*, by Stephen Graham (917.471, Doran, $4), presenting scenes and incidents of Manhattan night-life.

Two history books of interest are: *The Reign of Rasputin*, by M. V. Rodzianko (947, Stokes, $4), being the story of an empire's collapse, as told in the memoirs of the late president of the Russian State Duma; and *Count Luckner, the Sea Devil*, by Lowell Thomas (940.9, Doubleday-Page, $2.50), being the record of one of the German ocean raiders during the War, a man who sank millions of pounds' worth of Allied shipping without taking a single life.

Aspects of the Novel, by E. M. Forster (823, Harcourt-Brace, $2.50), touches upon plot, people, fantasy, pattern, and like topics.

Eight European Plays, compiled by Winifred Katzin (808.2, Brentano's, $3.50), is a selection from the French, Italian, and German dramas, made in accordance with personal predilection.

Plays of Negro Life, compiled by Alain Locke (812, Harper, $5), contains twenty plays by various authors forming a source book of native American drama.

The Outline of Man's Knowledge, by Clement Wood (030, Copeland, $5), traces world developments in politics, history, science, literature, art, religion, and philosophy. *The Romance of Reality*, by Beverly L. Clarke (501, Macmillan, $2.25), is an introductory book for the average reader who wants to know something about electricity, atoms, electrons, relativity, etc. *Triumphs of Medicine*, by Henry Simms Hartzog (610, Doubleday-Page, $3.50), is a narrative of the great achievements and personalities in the history of medicine. *Heredity and Human Affairs*, by Edward M. East (613.9, Scribner, $3.50), is a primer in genetics.

The Prohibition Mania, by Clarence S. Darrow (178, Boni-Liveright, $2.50), is a reply to

Irving Fisher's defence of the Eighteenth Amendment as given in his book, *Prohibition at Its Worst. Religious Liberty: the Great American Illusion*, by Albert C. Dieffenbach (261. Morrow, $1.50), aims to show that all the Protestant denominations are houses divided against themselves, and that tolerance and freedom of thought are still lacking in most cases. *Ballyhoo: the Voice of the Press*, by Silas Bent (070. Boni-Liveright, $3), gives the author's opinion of modern journalism.

The Jesuit Enigma, by E. Boyd Barrett (271. Boni-Liveright, $1), is a history of the Jesuit order, by one who spent twenty years in it.

The Geography of American Antiques, by Lurelle Van Arsdale Guild (645. Doubleday-Page, $4), gives a history of all the early American household arts, up to the nineteenth century.

Among new fiction titles special note is taken of Hugh Walpole's *Jeremy at Crale* (Doran, $2), which presents this author's young hero at an English public school; Jeffrey Farnol's *The Quest of Youth* (Little-Brown, $2.50), a tale of nineteenth century England, in which a weary man of the world encounters adventure while in search of his lost youth; Arthur Train's *When Tutt Meets Tutt* (Scribner, $2), in which five new cases are interestingly handled by these two shining legal lights; Zane Grey's *Forlorn River* (Harper, $2), a typical Zane Grey story of love and adventure in the old West; Anzia Yezierska's *Arrogant Beggar* (Doubleday-Page, $2.50), the story of a girl from the Ghetto who could not accept cold hearted charity gratefully; Eden Phillpotts' *The Jury* (Macmillan, $2), in Phillpotts' detective story vein; A. E. Mason's *No Other Tiger* (Doran, $2), a mystery story playing in tiger land, England, and France; and Carolyn Wells' *Where's Emily?* (Lippincott, $2), a new Fleming Stone mystery story.

Louis N. Feipel.

Library Organizations

New Jersey Library Association

FOR the special fall meeting of the New Jersey Library Association held (George M. La Monte, presiding) at Princeton on October 22, the Association was the guest of Princeton University, and members of the Association and their friends were invited to visit the University Library. The Princeton Chamber of Commerce provided busses for a sight-seeing trip to the Princeton Graduate College and vicinity.

The meeting was largely devoted to the subject of international relations.

Margaret Buttenheim of Madison, chairman of the Committee on International Relations of the New Jersey Federation of Women's Clubs, spoke on "Aids to International Understanding." This talk was based on a list of books issued under the auspices of Miss Buttenheim's committee. It was compiled by several New Jersey libraries and checked by a number of organizations and individuals interested in the subject, and approved by the Committee on International Relations of the New Jersey Library Association. This is an annotated list of books showing the customs of other peoples and their relation to each other. The reading of these books should help one to gain a more sympathetic understanding of other countries and races. Miss Buttenheim suggested that much could be done by librarians to further the use of this list and by influencing people to read along these lines. This talk was followed by one on "Maps as Aids to International Understanding," given by Lois Wenman, in charge of the map collection of the Newark Public Library. The study of the different kinds of maps and their uses, the selection of the most useful, and a description of the International Map of the World now under way was included in Miss Wenman's talk.

A short business meeting followed, at which time Miss Askew spoke briefly on county libraries in New Jersey.

The first speaker of the afternoon session was James McDonald, Chairman of the Foreign Policy Association. His graphic account of communism in Russia was exceptionally enlightening. He said that the present régime in Russia is not all sweetness and light, that it is no place for liberalism for it is one extreme or the other, but that communism in itself is a religion to communists. Mr. McDonald said that the one million is trying to recreate the four million in this vast country which he characterized as backward in many things modern.

In Mrs. Gerould's talk on "The Short Story" she asked librarians to interest themselves in the short story's advancement. "People do not buy collections of short stories as often as they do novels, for many of the stories have appeared previously in magazines. Often many of the best short stories have been lost or are difficult to obtain because they have never been published in collections. Critics seem not to take the collections very seriously, tho many of the most remembered passages in fiction are from short stories. Is not this the test of a story's greatness?" In her opinion Rudyard Kipling is

the supreme short story writer. Among the great short stories of the world are certain chapters of the Bible, portions of the Iliad, some of the Scottish ballads and Chaucer's tales. To these she added Kipling's and some of Ring Lardner's and quoted the Kipling lines "There are nine and sixty ways of constructing tribal lays, and-every-single-one-of-them-is-right."

Montana Library Association

ROUND table discussions and reports from members attending other library conventions were the features of chief professional interest at the eighteenth annual meeting of the Montana State Library Association, called to order by President Emlyn Benson of Havre on October 10 at Lewistown. Elizabeth Forrest of the Montana State College Library, Bozeman, reported on the Atlantic City and Philadelphia Anniversary Conference of 1926; Geneva Cook of the Public Library, Bozeman, the Pacific Northwest Library Association meeting at Gearhart, Oregon, in June 13-15, and Elizabeth B. Powell of the Missoula Public Library the A. L. A. Toronto Conference. All were of the opinion that their respective conventions were very enjoyable and helpful.

A round table on children's work was ably conducted by Louise Fernald of the Great Falls Public Library; Mabel Collins of Graham & Co., Spokane, discussed some of the new juvenile books that she had brought with her; Mrs. C. C. Wallin of Lewistown gave a reading, "Sappho, the Poetess"; and Agnes Trost, librarian of the Fergus County High School, Lewistown, told of the history and growth of this library. A personal visit was then paid by all the delegates to the high school library and the public library. The public library trustees entertained at dinner at the Calvert Tea House. An evening session of music, and an address, "Fergus—a Miniature of the West," by C. B. Worthen of the Fergus County High School faculty, concluded the day's program.

At the morning session, October 11, Ruth Sultzer of the Butte Public Library led the round table on library problems; followed by a paper on "Increasing the Reference Service" by Miss Forrest. "County Library Problems," by two county librarians, Amy Johnson of the Chouteau County Library of Fort Benton, and Hazel Rennie of the Big Horn County Library of Hardin, were discussed. At noon the Kiwanis Club provided a very interesting program.

Elizabeth Ireland, superintendent of the city schools of Havre, gave an exceedingly interesting talk on "Relation of our Public Schools to our Public Libraries," and Mrs. J. H. McLean of Lewistown told of her experiences on "Breaking into the Magazines." The afternoon session was then adjourned for a drive around the beautiful country near Lewistown and a delightful tea served by the Woman's Club. In the evening the librarians attended a lecture by Judge Ben Lindsey.

Officers elected for the ensuing year are: President, Elizabeth Forrest, Montana State College Library, Bozeman; vice-president, Mrs. Mary F. Homan, Phillips County Library, Malta; secretary, Amy Johnson, Chouteau County Library, Fort Centon; treasurer, Florence Catlin, Hearst Free Library, Anaconda. Havre was selected as the next convention city, October 8-10, 1928.

Missouri Library Association

THE Missouri Library Association held its twenty-seventh annual meeting October 20-22, at Columbia, Mo. This was an ideal place for a meeting, having in addition to great natural beauty—the oak trees and maples were blazing with color—the library of a large state university, two junior college libraries, the State Historical Society library, a public library and one of the largest book houses of the Middle West.

The programs of the general sessions were quite varied. Ruth Overman, supervisor of Work with Children, St. Louis, reviewed the year's juveniles. Mr. Compton gave practical suggestions for newspaper publicity showing how the day's civic news may be linked up with library activities and made the subject of a news story. Economic book buying was discussed by Miss Sula Wagner and the Government Documents of most use to the small libraries were displayed and explained by Miss Moody. The Readers Advisory Service of the St. Louis Library was explained in some detail by Miss Doud, chief of that service, with special emphasis on the Reading with a Purpose courses, after which Dr. W. W. Elwang, of the Missouri Store, Columbia, gave a most delightful talk on the joys of reading without a purpose.

The value of the public library as a civic institution was the subject of talks by Purd B. Wright, Kansas City, and Mr. E. A. Logan, library trustee, Columbia, at the Kiwanis luncheon which the delegates attended.

Thru the courtesy of E. P. Dutton & Company, Dahn Gopal Mukerji was secured as the speaker for one evening and gave a fascinating talk on "Kipling's India." He told of his own boyhood in India, his home life, his education and his training in jungle lore. Mr. Kipling, he said, interpreted Indian life as no other English writer has done. In two respects only

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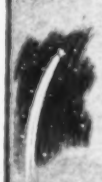

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Following a "Book Banquet" at which Dr. A. A. Bostwick and members of the College faculties reviewed favorite books, the visitors and friends gathered around a bonfire on the grounds of Oak Hill Hotel, where stunts, stories and good fellowship ended an exceptionally good meeting.

Officers elected were: President, Jane Morey, Jefferson City; vice-president, Grace Perger, Kansas City Public Library; secretary, Mrs. Gertrude Drury, St. Louis Library School; treasurer, William N. Collins, University Library, Columbia.

Nebraska Library Association

MEMBERS from places as remote as four hundred and fifty miles came to Lincoln to attend the meeting of the Nebraska Library Association held at the public library October 13-14. Among those seen were the librarian of Spencer, two hundred and seventy-five miles from Lincoln; a trustee from Scottsbluff, four hundred miles away; while Sidney, nearly four hundred and fifty miles from the meeting, sent another trustee. Library interest and enthusiasm are not on the wane in Nebraska.

A very fitting opening address on "Library Personnel" was given by Edith Tobitt of Omaha. The close relation existing between the Federated Clubs and public libraries was clearly and forcibly shown by Mrs. Evelyn Minier, president of the N. F. W. C. Gilbert H. Doane, librarian of the University of Nebraska, read his "Legend of the Book." The Association visited the state capitol and the state library. Nebraska has a right to be proud of her new capitol as an outstanding type of architecture. Judge Letton, state librarian, spoke briefly on the history of the state library. Anna V. Jennings, of the Kearney State Teachers College, presented experiences in a recent world tour, affording glimpses into several libraries visited.

One session was given over to the subject of school libraries and their future in Nebraska. In the past two years a decided growth in the number in the state has been noted. It has been stated that the schools are just ten years behind in the library field. Rose B. Clark, of the Nebraska Weslevan University, spoke on the elementary school library. Dr. B. C. Hendricks, of the University of Nebraska, read a paper on science books in the high school library, printed in full in this number. Mabel Harris of the University Teachers College, presided at the section, and Arnold H. Trotier, of Kearney State Teachers College, conducted the round table.

On Friday evening at the University Library George B. Utley, of the Newberry Library, spoke interestingly on rare books. The University Library had on display several very fine specimens of rare books of which it is the proud possessor.

Prior to the N. L. A. a two-day Institute was conducted by the Library Commission, under the direction of the secretary, Nellie Williams.

The officers elected for the coming year are: President, Eleanor M. Wheeler, North Platte; first vice-president, Mrs. Nellie Wilson, Scottsbluff; second vice-president, Florence Taylor, Omaha; secretary-treasurer, Mabel Harris, Teachers College, University of Nebraska, Lincoln.

Abridged from the report of
MARGUERITE NESBIT, *Secretary*

S. L. A. Illinois Chapter

AT the meeting of the Illinois Chapter of the Special Libraries Association, held at the Northwestern University School of Commerce Library on October 11, Dr. Theodore W. Koch, librarian of the Northwestern University Library and president of the Chicago Library Club, was first speaker. He brought back to Chicago librarians a message from the British conference of librarians at Edinburgh, and gave a résumé of some of the papers read at the conference. Dr. Koch had visited continental librarians and booksellers, and the American Library School in Paris before proceeding to Britain. With a company of other librarians, he travelled to Edinburgh by way of the English Lake District and Manchester.

The Chapter was fortunate also in having as its guest the National President, Mr. Francis E. Cady of Cleveland, Ohio. Mr. Cady gave a clear explanation of why there should be a Special Libraries Association by describing the field for such an organization and its program of activities. The main objectives of the Special Libraries Association for the coming year were outlined and suggestions for carrying out these plans discussed. Mr. Cady reported the good news that a clearing house of information would be established with permanent headquarters and presided over by an executive secretary.

Twin City Catalogers

A FALL meeting of the group was held in St. Paul on October 25th. Mrs. Susan Stuhr reported on the proceedings of the Catalogers' section of the A. L. A. conference in Toronto. Miss Ranson spoke on some phases of the work of the American Library in Paris.

A committee, consisting of Miss Amy Moon, Miss Florence Mettler, and Miss Jessie L. Arms, was appointed to present proposals for changes in the constitution.

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Ohio Library Association

AT the thirty-third annual meeting of the Ohio Library Association, held in Columbus October 11-13, the following officers were elected: President, Miss Bessie Sargeant Smith, Cleveland Public Library; first vice-president, Miss Georgia F. McAfee, Lima Public Library; second vice-president, Miss Bertha M. Schneider, Ohio State University Library; third vice-president, Miss Mary T. Hardy, Van Wert County Library; secretary, Mrs. E. W. Glenn, Wooster Public Library; treasurer, Mr. Edgar W. King, Miami University Library.

Eastern College Librarians

THE fifteenth conference of Eastern College Librarians will be held at Columbia University, New York, on Saturday, November 26.

The morning session (10 a. m. to 12:45 p. m.) will be held on Saturday, November 26, in the Casa Italiana (Corner of 117th Street and Amsterdam Ave.). Luncheon (80 cents) will be served promptly at one o'clock in the third floor dining room of the Men's Faculty Club (117th Street and Morningside Drive) and the afternoon session, beginning at 2:15, will be held in the same room. At 4:30 tea will be served in the School of Library Service, East Hall.

PROGRAMME

Mrs. Anne W. Howland and Frederick C. Hicks, presiding

Some problems of personnel in college and university libraries. George A. Works.

Standards of financial support for college and university libraries. James T. Gerould.

Statistics—uniform or motley? Charles B. Shaw.

College and university library news, 1926-1927. Ernest J. Reece, with the assistance of students in the School of Library Service.

Methods of utilizing the monthly accession list of the British Museum. Roger Howson.

Minimum college entrance requirements in library knowledge. F. K. W. Drury.

Can we get an edition of federal government documents on paper that will last? H. M. Lydenberg.

Administration of departmental libraries. Asa Don Dickinson.

Do we need a new edition of the A. L. A. reading list, *College Life and College Sport?*

Report on *National Union List of Serials.* H. M. Lydenberg.

Report of Committee on Thin Paper Editions. Carl L. Cannon.

Report on Catalogue of the Bibliothèque Nationale. Isadore G. Mudge and C. C. Williamson.

Luncheon will be provided only for those who ask to have a place reserved not later than Friday, November 25.

C. C. WILLIAMSON, *Secretary.*

Library Opportunities

No charge is made to subscribers to the LIBRARY JOURNAL *for insertion of notices in this department.*

The United States Civil Service Commission announces an open competitive examination for an Associate Librarian.

Applications must be on file with the Civil Service Commission at Washington, D. C., not later than December 13.

The examination is to fill a vacancy in the United States Naval Observatory, Washington, D. C., and vacancies occurring in positions requiring similar qualifications. The entrance salary is $3,000 a year.

Competitors will not be required to report for examination at any place, but will be rated on their education, experience, and fitness; and a thesis or publication to be filed with the application.

Full information may be obtained from the United States Civil Service Commission, Washington, D. C., or the secretary of the United States civil service board of examiners at the post office or custom house in any city.

Wanted, head of circulation department in large public library near Boston. Training and experience required. Salary $1800. B. G. 20.

Wanted by an institute of music, in the East, an assistant librarian on or before December 1st, 1927. Salary $2400 a year. Also a cataloger by January 1st, 1928. Salary $1800 a year. H. W. 20.

The Trudeau Sanatorium, Saranac Lake, N. Y., wants for a period of from three to six months an experienced librarian, preferably one with medical library experience, to do a good deal of cataloging. Applications should be sent to Dr. Edward R. Baldwin, Drawer 131, Saranac Lake, N. Y.

Wanted by Princeton University Library, a cataloger, salary $2000; and an assistant in charge of periodicals in the acquisitions department, salary $1800. A high degree of training, experience and ability to read foreign languages are required in both positions.

Wanted, young man with reference library training to fill an opening in a large reference library in New York City. Write stating experience and salary desired. C. P. 20.

The Civil Service Board of Oakland, Calif., announces examinations for three positions as follows:

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Branch librarian. Salary first year $140, second year $145, third year $150. Examination at Oakland, Nov. 30.

Library assistant. Salary first year year $95, second year $105, third year $115, after fifth year $130. Examination at Oakland, Dec. 1.

Application for all three examinations should be filed not later than Nov. 28 upon blanks obtainable at Room A, City Hall, Oakland, Calif. Full information regarding qualifications of candidates will also be supplied upon request.

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Among Librarians

B. Jeannette Burrell, 1924 New York State, has resigned her position as head cataloger of the North Carolina State College of Agriculture and Engineering to become first assistant in the Catalog Department of Ohio State University Library.

Charles H. Compton, assistant librarian of the St. Louis Public Library writes interestingly of "The Librarian and the Novelist," in the October number of the *South Atlantic Quarterly*. Mr. Compton believes that novelists have not made the most of the opportunities to do justice in fiction to present-day librarians. He discusses the treatment of librarians in half a dozen or so novels, as *The Breadwinners, Summer, Moon-Calf, The Rose-Garden Husband, The Cathedral, Martie the Unconquered, and Main Street.* Mr. Compton concludes: "Librarians are also confirmed individualists. They want to do things for themselves. For example a librarian would prefer to spend any amount of time compiling a bibliography on child welfare so that she could publish it and call it her own rather than to use a list compiled by another librarian."

Cynthia Griffin, 1925 Simmons, has been appointed librarian of the American Unitarian Association Library in Boston, Mass.

Mildred H. Lawson, 1915 New York State, librarian of the High School Library at New Rochelle, N. Y., since 1920, died after a prolonged illness October 23rd.

Adah V. Morris, 1924 New York State, has resigned from the catalog department of the Ohio State University Library to become head cataloger at Montana State College Library, Bozeman, Montana.

Adeline Perkins, 1925 New York Public, has resigned her position with the Carnegie Free Library, Alliance, Ohio, to become head of the Schools and Traveling Libraries Department of the Buffalo Public Library.

Lulu Ruth Reed, 1919 New York State, has gone to the Southwestern Louisiana Institute as acting assistant librarian.

Carita G. Rutherford, in charge of the house-to-house delivery of the Free Library at Newton, Mass., has gone to the public library at Springfield, Mass., as reference assistant.

Mahlon K. Schnacke, 1925 New York State, of the New York Public Library's Preparation Division, sailed for Hamburg on October 29, to begin a year's service with the Prussian State Library at Berlin. This arrangement is in pursuance of the plan for an international exchange of librarians, and in direct response to a request made by Dr. Hugo Krüss, general director of the Prussian State Library.

Harriet H. Stanley, 1895 New York State, has resigned the assistant librarianship at Wells College to become head cataloger at the Forbes Library, Northampton, Mass.

The new full-time instructors for the first-year graduate class at the Columbia University School of Library Service are: Harriet D. MacPherson, 1917 New York Public Library, instructor in cataloging and classification; Mary M. Shaver, 1918 New York State, instructor in book selection; and Dena Babcock, 1926 New York State, instructor in library administration. Zaidee Brown is serving as part-time lecturer in one of the courses in library administration. Miss MacPherson has been head cataloger at the College of the City of New York, and gave one course in the School of Library Service last year. Miss Shaver comes from Skidmore College, where she had been librarian and professor of Library Science. Miss Babcock has been reference librarian in the Muskegon (Mich.) Public Library. New instructors in the extension department are: Margery C. Quigley, librarian of the Montclair (N. J.) Public Library; Mabel Swerig, librarian of the Insurance Society, New York City; Mary Gould Davis, supervisor of story telling in the New York Public Library; and Lydia M. Gooding, 1927 Columbia.

Appointments recently made at the Seattle Public Library, include the following: Mary Breaks, assistant in the schools division; Kathleen Dunham, 1926 Pittsburgh, children's librarian of the Georgetown branch; Hazel Henderson, 1919 Illinois, assistant in the schools division; Cecelia Kintner, 1927 Pittsburgh, assistant in the central children's room; Edna Lucas, 1921 Los Angeles, assistant in the circulation department; Katharine Lund, 1922 Los Angeles, and 1927 W. R., children's librarian of the Ballard branch; Ruth MacDonald, 1925 Washington, cataloger; Thelma Martin, 1924 Western Reserve, head of the stations division, during four months' leave granted Harriet Leitch for the study of county library systems in the eastern states; Gertrude Mills, 1927 Western Reserve, children's librarian of University branch; Roberta Meredith, 1917 Washington, appointed librarian of the University branch.

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Current Literature and Bibliography

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Grover, E. O. A professorship of books. LIB. JOUR. 52:1019-1020. 1927.

McClung, Q. D. A community literary club in a library. LIB. JOUR. 52:1024-1025. 1927.

Warren, Althea. First year's experiment in a high-school reading club. *Libraries*. 32:515-516. 1927.

BOSTON (MASS.) PUBLIC LIBRARY

More Books, v. 2, no. 7 (1927) has articles on Joshua Bates; the library's branches, the Fine Arts and Technology Divisions, and the Catalogue Department.

See also SURVEYS, LOCAL.

BRANCH LIBRARIES IN HIGH SCHOOLS

City Club of Chicago. Education Committee. Public library branches in public school buildings for school and community use. 46 mim. p. 1926.

BUFFALO, NEW YORK. *See* EDUCATION, ADULT.

CHILDREN, LIBRARY WORK WITH. *See* LIBRARY WORK WITH CHILDREN.

CHILDREN'S BOOKS

Harper, Wilhelmina. New books for older children. *Libraries*. 32:452-456. 1927.

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CIRCULATION WORK. *See* LENDING DEPARTMENT.

CLASSIFICATION SCHEMES

Fiction—psychology—statistics classification. *Lib. World*. 30:85-90. 1927.

CZECH LITERATURE. *See* NEW YORK PUBLIC LIBRARY. WEBSTER BRANCH.

DISCARDING BOOKS

Special Libs. for October 1927 has articles on obsolescence problems by Gudrun Moe and M. P. Billingsley.

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Buffalo, N. Y., Educational Council. *Adult Education in a Community*; a Survey of the Facilities Existing in the City of Buffalo, New York. 41 East 42nd st., New York: American Association for Adult Education, n.d. pap. 192p. [1927.]

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Brigham, Johnson. The librarian's ever-present problem—fiction. *Libraries*. 32:465-471. 1927.

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Chiu, A. K. How to file books in Chinese. LIB. JOUR. 52:1007-1011. 1927.

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Recent government publications of interest. I. The Smithsonian Institution, by M. A. Hartwell. II. The Treasury Dept., by M. P. Billingsley. III. The Interior and Commerce Depts., by M. D. Sullivan. IV. The Dept. of Agriculture, by J. W. Lyman. LIB. JOUR. 52:953-965. 1927.

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Jones, Perrie. The American Hospital Association library exhibit. LIB. JOUR. 52:1027-1028. 1927.

O'Hearn, A. V. Hospital library dept. Fall River (Mass.) Public Library. *Annual Report*. 1926. p. 21-27.

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Flexner, J. M. What's ahead for the circulation assistant? *Libraries*. 32:402-406. 1927.

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Library Association. The Library Association: early days; a retrospect. 24p. 1927.

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Fiftieth anniversary meeting of the British Library Association. *Libraries*. 32:489-499. 1927.

Hill, F. P. Jubilee Conference of the Library Association. *Libraries*. 32:487-499. 1927.

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John, E. H. Measures of library service. *Libraries*. 32:471-474. 1927.

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Rose, Ernestine. Books and the negro. LIB. JOUR. 52:1012-1014. 1927.

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Rush, C. E. The interdependence of adult and juvenile departments. *Libraries*. 32:398-401. 1927.

LOS ANGELES (CALIF.) PUBLIC LIBRARY

Hyers, F. H. Decorations for the children's library. LIB. JOUR. 52:1025-1026. 1927.

NEGROES. *See* LIBRARY SERVICE TO NEGROES.

NEW YORK PUBLIC LIBRARY. WEBSTER BRANCH.

The birth of a Czech library. New York Public Library. *Branch Lib. Book News*. 4:123-126. 1927.

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Nelson, K. I. B. Newspaper reading of high school pupils. LIB. JOUR. 1023-1029. 1927.

PERIODICALS—METHODS OF CHECKING

Current periodicals in the public library. LIB. JOUR. 52:971-973. 1927.

Ranck, S. H. How Grand Rapids uses current periodicals. LIB. JOUR. 52:973-976. 1927.

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PRINTER'S MARKS

Flattery, A. M. Printers' marks as library window decorations. LIB. JOUR. 52:1015-1017. 1927.

PROFESSIONAL TRAINING AND EXAMINATIONS

Fargo, Lucile. Preparation for librarianship. N.E.A. *Journal*. 16:243-245. 1927.

SIOUX CITY (IOWA) PUBLIC LIBRARY. FAIRMOUNT PARK BRANCH

Anniversary and birthday at Sioux City. Illus. plans. LIB. JOUR. 52:965-968. 1927.

SPECIAL LIBRARIES

12,000 employees can use this library: P. R. T. [Philadelphia Rapid Transit] librarians are called upon by all departments for information. . . . *Electric Railway Jour.* 70:582-586. 1927.

STAFF RELATIONSHIPS

Walsh, Katherine. What an assistant expects of her chief. LIB. JOUR. 52:1021-1023. 1927.

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Guerrier, Edith. Surveying a community [Boston, Mass.] for its book needs. *Libraries*. 32:395-398. 1927.

See also EDUCATION, ADULT.

TRAINING FOR LIBRARIANSHIP. *See* PROFESSIONAL TRAINING AND EXAMINATIONS.

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